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ABSTRACT

Presented are the Pennsylvania state standards for the operation of special education programs and services for handicapped children. Standards for each disability are usually listed under the following categories: a general statement defining the disability and providing policy guidelines; eligibility, continuance, and withdrawal requirements; educational management including class organization, class size, and age range; curriculum; facilities; instructional materials and equipment; and personnel standards for full-time, part-time, and supervisory personnel. Also given are supervision and administration standards for all programs, standards for approved private schools, and standards for detention homes. Appendixes include program evaluation forms for programs serving 10 different handicapped populations, as well as for private schools, detention homes, and homebound programs. (DB)

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STANDARDS

for the Operation of Special Education Programs and Services

EC 051 396 E

Pennsylvania Department of Education 1972

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MESSAGE FROM THE SECRETARY OF EDUCATION

Pennsylvania for many years has maintained a national leadership role in serving the educational needs of its exceptional children. The law mandates special education programs and services for the instruction of exceptional children. By charging specific responsibilities to the school district, the intermediate unit, and the Department of Education, the mandate affords every exceptional child ready accessibility into an appropriately designed educational program.

Assurances of high quality in instructional offerings are found, in part, in the school code, wherein all facilities are required to operate under approved standards, *"as to location, constitution and size of classes, conditions of admission and discharge of pupils, equipment, courses of study, methods of instruction, and qualifications of teachers."*

These standards will be used within the Department of Education for the approval of reimbursement of school districts and to approved private schools, and for advance payments to intermediate units for the operation of all special education programs and services. Schools should use the standards for program development planning and operation. The meticulous application of these standards will guarantee to Pennsylvania's exceptional children the high quality of special education which the citizens of this Commonwealth expect and deserve.

The education of exceptional children is one of the vital responsibilities of Pennsylvania schools. This responsibility is met in the public schools through the cooperative efforts of general, special, and vocational-technical education; in public schools organized specifically for special education; in approved private and state-owned schools for certain exceptional children as authorized by *School Laws of Pennsylvania* and, as appropriate, in hospitals, detention homes, or in the home of the exceptional child.

The general and specific standards that follow are applicable to all special education programs and services, whether operated by the public or private school sector, and are designed to insure the provision of quality education for Pennsylvania's exceptional children.

John C. Pittenger
John C. Pittenger
Secretary of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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MESSAGE FROM THE DIRECTOR

The standards for programs and services of Special Education presented herewith are the product of the combined efforts of staff in the Bureau of Special Education and many other interested professionals and citizens who so willingly shared their comments and advice. It is intended that the process of review and revision be continuous; therefore, these standards are issued in loose-leaf format.

Accompanying the standards are evaluative checklists. These were developed by staff from the Bureau of Curriculum Development, Division of Evaluation, working directly from the standards. The checklists are also open for review and revision.

As new standards and evaluation checklists are developed, and as any changes or amendments occur, these will be disseminated, continuing the loose-leaf format. We trust you will find this format convenient for your ready reference.

William Ohrtman

William F. Ohrtman
Director
Bureau of Special Education

SPECIAL EDUCATION

STANDARDS FOR THE OPERATION OF SPECIAL EDUCATION PROGRAMS AND SERVICES

CONTENTS

		Page
PREFACE		i
CHAPTER 1	General Standards	1-1
CHAPTER 2	Programs and Services for Mentally Impaired	2-1
	Educable Mentally Retarded, Elementary	2-A-1
	Educable Mentally Retarded, Secondary	2-B-1
	Trainable Mentally Retarded, Elementary	2-C-1
	Trainable Mentally Retarded, Secondary	2-D-1
	Educationally Retarded	2-E-1
	Socially and Emotionally Disturbed	2-F-1
CHAPTER 3	Programs and Services for Physically Impaired	3-1
	Physically Handicapped	3-A-1
	Brain Injured [Learning Disabled]	3-B-1
	Hearing Impaired	3-C-1
	Visually Impaired	3-D-1
	Speech and Language Impaired	3-E-1
CHAPTER 4	Programs and Services for Gifted and Talented	4-1
	Mentally Gifted	4-A-1
	Talented	4-B-1
CHAPTER 5	Homebound Instruction Program	5-1
	Homebound Instruction	5-A-1
CHAPTER 6	Supplementary Programs	6-1
	Diagnostic and Consultative Services	6-A-1
	Approved Private Schools	6-B-1
	Children in Detention Homes	6-C-1
CHAPTER 7	Appendices	7-1
	Criteria for Program Evaluation	7-A-1
	Approved Private Schools	A
	Brain Injured [Learning Disabled]	B
	Hearing Impaired	C
	Detention Homes	D
	Educable Mentally Retarded, Elementary	E
	Educable Mentally Retarded, Secondary	F
	Homebound Instruction	G
	Mentally Gifted	H
	Physically Handicapped	I
	Socially and Emotionally Disturbed	J
	Speech and Language Impaired	K
	Trainable Mentally Retarded	L
	Visually Impaired	M

SPECIAL EDUCATION

GENERAL STANDARDS FOR SPECIAL EDUCATION PROGRAMS AND SERVICES FOR EXCEPTIONAL CHILDREN

I. General Statement

In Pennsylvania exceptional children are defined as:

> *...children of school age who deviate from the average in physical, mental, emotional or social characteristics to such an extent that they require special educational facilities or services and shall include all children in detention homes.*[1]

Special Education is defined as carefully planned combinations of instructional strategies, educational management techniques and specialized supportive services, aimed at improving and strengthening the functioning levels of these exceptional children.

Programs and services in Special Education shall be classified under three broad categories: programs and services for mentally handicapped, programs and services for physically handicapped, and programs and services for mentally gifted.

General standards shall apply to the operation of all Special Education programs, and specific standards shall apply to specific types of programs and services within the broad categories designated.

II. Pupils

A. Enrollments shall conform to class-size or instructional ADM as established for each specific area of exceptionality.

B. The assignment of an individual child to a Special Education program or service shall be determined by a multi-disciplinary team, generally considering the physical and psychological needs and abilities of the child, with primary emphasis directed toward those factors of educational significance, and shall be in accordance with specific program standards and guidelines.

C. Provisions for program and service operations shall include statements indicating recognition for individuals terminating their schooling who have successfully fulfilled education or attendance requirements.

D. Itinerant services shall be considered supplemental to the pupil's General, Special, or Vocational-Technical Education program.

E. Itinerant services shall provide a sufficient number of hours instructional time to assure measurable benefits to each pupil enrolled.

F. Itinerant services provided by the public schools shall be limited to children who are entered on the rolls of the public school. Such services may not be performed in private school or non-public school facilities.

[1]Section 1371, School Laws of Pennsylvania, 1949, as amended

III. Educational Management

A. The determination of organizational patterns for program and services operation shall be based on the need of individual pupils for intensive or less intensive Special Education provisions.

B. Programs and services shall provide the exceptional child with opportunity for both group and individual instruction to meet his specific needs and for as much integration in the regular school programs and activities as the nature of his exceptionality permits.

C. Due consideration shall be given to homogeneous grouping of pupils in terms of age, abilities, achievement levels, and diagnosis.

IV. Curriculums

A. Curriculums in all types of programs and services shall meet the General Curriculum and Special Education regulations prescribed by the Department of Education, with such adaptations and modifications in content and programs of studies, as defined in the standards specific to each area of exceptionality. Special Education curriculums shall be subject to review at least every five [5] years and to periodic revision, as may be required.

V. Facilities

A. Special Education schools and classrooms shall conform to specifications as defined in School Buildings regulations prescribed by the Department of Education, with such modifications as delineated in individual program standards and guidelines, and shall be subject to the inspection and approval of the Department of Education.

B. Itinerant teachers shall be provided with suitable space for working with children individually or in small groups within the school building.

VI. Instructional Materials, Equipment, Supplies

A. Instructional materials, equipment, and supplies shall be generally as provided for children of comparable age, grade, and interest levels, with such modifications as delineated in individual program standards and guidelines, and shall be subject to the inspection and approval of the Department of Education.

B. Furniture shall be suited to the age, size, physical status, and individual needs of the exceptional child, and shall be subject to the inspection and approval of the Department of Education.

VII. Personnel

A. Professional personnel shall meet the standards as defined in Department of Education *Policies, Procedures, and Standards for Certification of Professional School Personnel.* Teachers and supervisors shall hold the proper certification for their Special Education assignment.

B. Paraprofessional and supportive personnel shall be employed in accordance with specific program standards.

VIII. Supervision

A. Supervision of programs and services shall be performed by persons fully certified.

B. Supervision shall be given by persons completely knowledgeable of the given specific area of exceptionality through demonstrated competencies.

C. Supervision shall insure that basic minimal content of an approved curriculum is being taught in accordance with individual program standards and guidelines.

D. Supervision shall insure that appropriate methods and materials are being used in the instruction, in compliance with individual program standards and guidelines.

IX. Administration

A. Intermediate units shall develop plans for all Special Education programs and services to be operated by the intermediate unit and shall reflect those operated by individual school districts.

B. Special Education programs and services shall be developed and operated by the intermediate unit when the number of children properly identified in the school district is insufficient to support a specific program and when the intermediate unit has demonstrated available resources as defined in the standards for housing, equipping, and supervising the program and for transporting the children, as well as providing appropriate instruction.

C. School districts shall develop plans for all Special Education programs and services to be district operated and shall reflect those programs and services they require from the intermediate unit.

D. Special Education programs and services shall be developed and operated by a school district when the number of children properly identified is sufficient to support a specific program, and when the district has demonstrated available resources as defined in these standards for housing, equipping and supervising the program and for transporting the children, as well as providing appropriate instruction.

E. District plans shall be incorporated into the Intermediate Unit Plan for Special Education.

F. To meet the needs of individual children, cooperative agreements shall be developed among adjacent intermediate units.

G. School district and intermediate unit plans shall provide for continuing informal program evaluation activities.

H. To meet the needs of individual children, approved private school placement shall be approved by district and intermediate unit professional staff whenever proper placement cannot be provided within the public schools.

I. Payments for Special Education programs and services shall be made when such programs and services are operated in conformity with State Board Regulations, program standards and guidelines.

J. To be eligible for reimbursement or advanced payment, all programs and services

shall be conducted in accordance with the School Laws and Department of Education regulations, standards, and guidelines developed for the appropriate area of exceptionality.

K. Proposals for Special Education programs and services shall be submitted for program and budgetary approval to the Bureau of Special Education together with justification data as required.

L. Programs and services shall be subject to periodic formal evaluation by professional teams appointed by the Secretary of Education, or his designee.

SPECIAL EDUCATION

SPECIFIC STANDARDS
FOR
PROGRAMS AND SERVICES FOR ELEMENTARY EDUCABLE MENTALLY RETARDED PUPILS

I. General Statement

A. Educable mentally retarded children are those who are significantly impaired in their adaptive behavior as a result of subaverage general intellectual functioning which originates during the formative years of life and is associated with impairment of one or more of the following:

1. learning
2. maturation
3. social adjustment

B. Children six years through 12 years of age who have been identified as educable mentally retarded by a certified public school psychologist and who may be expected to benefit from programs designed for education and training shall be eligible for placement in elementary educable mentally retarded programs and services.

C. Children four years through six years of age may be eligible for placement in pre-primary or kindergarten programs.

D. Levels of social and academic functioning, not deviant behavior patterns, shall be the determining factors for class membership. Programs for elementary educable mentally retarded children shall be comprehensive, providing for appropriate intellectual and social development for various age and ability groupings.

II. Pupils

A. Admission

1. Eligibility for admission to such classes shall be based upon the results of a complete individual evaluation and recommendations of a certified public school psychologist.

2. All placements shall be in accordance with section 8-325, Chapter 8, State Board Regulations.

3. Examinations shall include an evaluation of intellectual functioning [including a WAIS, WISC, or Binet] learning skills, social skills, communication skills, aptitudes, and personality. Examinations shall also include an informal assessment of potential learning and developmental skills.

4. The IQ of a pupil may not exceed 80, including the standard error of measurement. A +5 IQ points has been determined as the acceptable standard error of measurement.

5. All placements with extenuating circumstances shall be submitted to the Bureau of Special Education for review and preapproval prior to placement.

B. Continuance

1. Psychological re-examination of pupils, including mental measurement tests such as WAIS, WISC, Binet or Slosson, and/or other diagnostic measures, both formal and informal, deemed relevant or applicable shall be administered every three years.

2. Pupils may not remain in an elementary educable mentally retarded class if their intellectual functioning warrants advancement to a secondary program or qualifies them for a regular class placement.

C. Withdrawal

1. All withdrawals shall be in accordance with section 8-325, Chapter 8, State Board Regulations.

2. A policy for the transfer and advancement of individual children from one type of class organization to another shall be an integral part of the program.

3. Withdrawal shall be based on supportive evidence that the pupil has developed the necessary skills, both intellectual and social, necessary to succeed in a regular school program.

4. Placement in a regular elementary school program must be documented by recommendations from the public school psychologist, principal and special class teacher indicating that the individual pupil has the potential to succeed in a regular class, if such placement is being considered.

III. Educational Management

A. Class organization may develop along different patterns based on consideration of age, classroom facilities, other available resources, etc.

1. Kindergarten or pre-primary classes shall be organized with pupils ranging chronologically from 4 years to 6 years.

2. Primary classes shall be organized with pupils ranging chronologically from 6 years to 9 years.

3. Intermediate classes shall be organized with pupils ranging chronologically from 9 years to 12 years.

4. Consideration shall be given to exceptions only in extreme circumstances in relation to mental age and chronological age based on the maturity of the pupil and the recommendations of the psychologist.

5. It shall be the duty of the board of school directors of any district to provide and maintain special classes. Children who cannot be accommodated within district operated programs shall be referred to the intermediate unit for proper placement in the event that the IU is operating the specific class requested.

B. Class Size

1. Classes must consist of a minimum of 10 and a maximum of 18 pupils to be eligible for reimbursement for excess costs of instruction.

2. Authorization for operation with approval for reimbursement for those classes with less than minimum enrollments must receive preapproval from the Bureau of Special Education.

IV. Curriculum

A. The curriculum for elementary educable retarded children shall consist of several basic programs: reading, mathematics, social studies, science, communications; [receptive and expressive] language arts, and job orientation. Several approaches should be used to present instruction, particularly in the basic subjects, so that the individual needs of the pupils enrolled can be effectively served.

B. Integral areas of the curriculum shall encompass development of functional skills: academic, motor and social skills, and awareness of good physical and mental practices shall be stressed.

C. Children with speech, language, hearing, or visual impairments shall have the availability of supportive special education services, as may be appropriate.

D. A current course of study for each course shall be maintained. Current basis shall be interpreted to mean not more than five [5] years without review and revision. These shall also be subject to review as may be requested by the Department of Education.

V. Facilities

A. Classrooms shall be given special consideration in regard to location, size, lighting, ventilation, and accessibility.

B. Classes situated in the regular elementary schools are preferable for the needed educational and social experiences of the elementary educable mentally retarded.

C. Rooms specially approved and designated for special education shall be used in accordance with section 3-530 and 3-540, Chapter 3, State Board Regulations.

VI. Instructional Materials and Equipment

A. Instructional materials and equipment shall fit the specific strategies of the planned special education curriculum current with recent educational technologies.

B. The use of materials and equipment shall be used to provide for a flexible and functional program.

VII. Personnel

A. The teacher shall be certificated to teach mentally retarded as indicated in Chapter 10 of the State Board Regulations.

SPECIAL EDUCATION

SPECIFIC STANDARDS FOR PROGRAMS AND SERVICES FOR EDUCABLE MENTALLY RETARDED PUPILS -- SECONDARY

I. General Statement

A. Educable Mentally Retarded pupils are those who are significantly impaired in their adaptive behavior as the result of subaverage intellectual functioning which occurred during the formative years of their lives.

B. Pupils who have been identified as educable mentally retarded by a certified public school psychologist and who can be expected to benefit from programs aimed at developing children's potential to function in the competitive adult working world shall be eligible for placement in programs.

C. The degree of retardation; rather than deviant behavior patterns shall be the determining factor for class membership. Programs for the educable mentally retarded pupils shall be comprehensive and shall provide appropriate class organizations for various age and instructional groupings.

D. A policy statement for the promotion and/or advancement of individual pupils from one type of class organization to another shall be an integral part of the program.

II. Pupils

A. Admission

1. All placements shall be in accordance with section 8-325, Chapter 8, State Board Regulations.

2. Eligibility for admission to these classes shall be based upon the results of a complete individual evlauation by a certified public school psychologist.

3. Examination shall include the assessment of inteligence [including a WISC, WAIS, or Beinet] and any other tests necessary to determine intellectual development, general development, social competence, personality and motivation.

4. Eligibility for admission may also be by promotion from an elementary class for the mentally retarded.

5. The IQ of a pupil may not exceed 80, including the standard error of measurement. A +5 IQ points has been determined as the acceptable standard error of measurement.

6. All placements with extenuating circumstances shall be submitted to the Bureau of Special Education for preapproval.

B. Continuance

1. Psychological re-examination of pupils, including mental measurement tests such as WISC, WAIS, Binet, or Slosson, shall be made periodically and as specific needs arise.

2. No pupil shall remain in a secondary class for the mentally retarded for a period exceeding 3 years without re-examination of mental abilities.

3. Continuance beyond one school year of a pupil exceeding the upper IQ limits of 80 IQ is contingent upon re-examination with a complete psychological report, achievement and such other data as are necessary to determine the proper placement of the pupil.

C. Withdrawal

1. All withdrawals must be in accordance with section 8-325, Chapter 8, State Board Regulations.

2. When a pupil is considered for withdrawal from the program by transfer to a program of regular education, the written recommendations of the school psychologist, and the special class teacher must include statements that the pupil has the potential to succeed in a regular class.

3. Once placed in a regular class, the school psychologist and any other resource personnel shall be available to give the pupil additional help and encouragement along with regular services provided by the school.

III. Educational Management

A. Class organization may follow any of four patterns, considering pupils age, ability levels, and resources available.

1. The class may be organized into an instructional group meeting one-half day with the special education teacher, then on a work experience program [on the job training] for the other one-half day. Release time for the special class teacher to observe on the job training and to give recommendations to employers is required for program approval.

2. The special education teacher may be responsible for a class of exceptional pupils who are scheduled for integrated activities, on a release time basis determined by their general ability, special aptitudes or interests. In such education management, release time for the special class teacher for preparation of educational strategies for pupils' instruction is required for program approval.

3. Where the number of pupils is limited and the appropriate resources for integration are not available, the class may operate as a self-contained class with a special class teacher. However, class organization on a half-day basis or on a release time basis is highly desirable and strongly recommended. Release time is considered to mean not more than 50 per cent of the school day.

4. The class may be organized as a resource room where the basic special education curriculum is taught with the pupils moving as individuals to the appropriate regular class teachers. The resource teacher will observe during unscheduled periods the special class pupils with the regular class teacher and design the resource room activities to add strength and/or reinforcement to the regular class teaching.

B. Class Size

1. When the class is organized as an instructional group with one-half day in the classroom and one-half day on work experience, the enrollment shall be a minimum of 15 pupils in average daily membership and a maximum of 18 pupils.

2. When the class is organized as a homeroom with integrated activities on a release time basis, the enrollment shall be a minimum of 15 pupils in average daily membership and a maximum of 20 pupils.

3. When the class is organized on a full-time basis, the enrollment shall be a minimum of ten pupils in average daily membership and a maximum of 18 pupils.

4. When the class is organized on the resource room plan, the enrollment shall be a minimum of 15 pupils in average daily membership and a maximum of 30 pupils with not more than 15 pupils in the room at any one time.

C. Age Range

1. Pupils of secondary school age, approximately 12 years six months, with intelligence quotients ranging from fifty-five [-5] to seventy-five [+5] are eligible to attend these classes.

a. *Junior High School Classes* shall consist of educable mentally retarded pupils ranging chronologically from 12 years six months as of September of the school year through 15 years six months by September of the next school year.

b. Consideration shall be given to exceptions based on the maturity of the pupil and the recommendations of the psychologist and the special class teacher.

c. *Senior High School Classes* shall consist of educable mentally retarded pupils ranging chronologically from 15 years six months as of September of the school year through 21 years by September of next school year with mental ages of approximately nine years and over.

d. Consideration shall be given to exceptions based on the maturity of the pupil and the recommendations of the psychologist and the special class teacher.

IV. Curriculum

A. Junior High Curriculum

1. A developmental reading program.

2. Two planned basic courses in English.

3. Fine Arts - A planned course in art and a planned course in music.

4. Health Education - A planned course taught one [1] period per week each of grades 7, 8 and 9 or taught three [3] periods per week any one year. Health Education may be integrated with regular class pupils.

5. Industrial Arts or Homemaking - One planned course of both, taught either 7th or 8th grade. Both shall be required in grade 9. All grades may be integrated with regular class pupils.

6. Laboratory Science - Two planned basic courses

7. Mathematics - Two planned basic courses.

8 Physical Education - A planned course given two separate times weekly in each of the grades of junior high or an adapted physical education where it is necessary. Physical Education may be integrated with regular class pupils.

9. Social Studies - Two planned basic courses are required.

10. Work Experience Program - At least one planned course shall be required.

B. Senior High School Curriculum

1. English - Three planned basic courses. One of the three may be speech.

2. Health Education - A planned course which may be taken three periods per week in any one year or one period per week in grades 10, 11, and 12. Health Education may be integrated with regular class pupils.

3. Mathematics - Three planned basic courses. The last two years related to work experience.

4. Physical Education - A planned course given at least two separate times weekly in each of grades 10, 11, and 12. Physical Education may be integrated with regular class pupils.

5. Science - One planned course.

6. Social Studies - Two planned basic courses.

7. Work Experience, Vocational Technical Training, Work Shop or Home Economics should be taught as an approved portion of the program.

C. Sequencing

1. The program shall provide for an orderly sequence of learning skills [directed] to educable mentally retarded pupils of secondary school age and designed to foster his vocational efficiency as an integral part of the course of study leading to the ultimate goal of a diploma for successful completion of these requirements as indicated in the above paragraph.

a. The emphasis should be work experience with vocational technical education, industrial arts, or home economics being offered as alternate types of programs.

b. Programs shall be subject to the approval of the Department of Education and must include four different work experiences in the last two years of school utilizing not more than 50 per cent of the school day.

c. Speech correction services shall be provided on a regular basis to each child requiring such services.

d. An outline of the content of each planned course of study shall be maintained on a current basis. Current basis shall be interpreted as no more than five [5] years without revision.

V. Facilities

A. Classrooms shall be given special consideration in regard to location, size, lighting, and accessibility.

B. Classrooms shall be located in junior and/or senior high schools so as to be an integral part of the school system.

C. Classrooms approved and specially designated for special education shall be used for special education classes.

VI. Instructional materials and equipment

A. Instructional materials and equipment shall be suitable to meet the specific strategies of a well-planned special education curriculum and must conform to budgetary controls of the Pennsylvania Department of Education.

VII. Personnel

A. The teacher shall be certified to teach the mentally retarded.

SPECIAL EDUCATION

SPECIFIC STANDARDS
FOR
PROGRAMS AND SERVICES FOR TRAINABLE MENTALLY RETARDED PUPILS

I. General Statement

A. *Trainable Mentally Retarded* pupils are those who are severely impaired in their adaptive behavior as the result of subaverage intellectual functioning which occurred during the formative years of their lives.

B. Children of school age who have been identified as trainable mentally retarded by a certified public school psychologist and who may be expected to benefit from programs aimed at developing children's potential to function at a self-care level in the adult world shall be eligible for placement in programs.

C. The degree of retardation, rather than deviant behavior patterns, shall be the determining factor for class membership. Programs for trainable mentally retarded children shall be comprehensive, providing appropriate class organizations for the various age and ability groupings.

D. A policy for the transfer and advancement of individual children from one type of class organization to another shall be an integral part of the program.

II. Pupils

A. Admission

1. All placements must be in accordance with section 8-325, Chapter 8, State Board Regulations.

2. Eligibility for admission to such classes shall be based upon the results of a complete individual evaluation by a certified public school psychologist.

3. Examinations shall include the assessment of intelligence [including a WAIS, WISC, or Binet] learning skills, social skills, aptitudes, and personality.

4. The IQ of a pupil may not exceed 55, including the standard error of measurement. A +5 IQ points has been determined as the acceptable standard error of measurement.

5. All placements with extenuating circumstances shall be submitted to the Bureau of Special Education for preapproval.

B. Continuance

1. Psychological re-examination of pupils, including mental measurement tests such as WAIS, WISC, Binet, or Slosson, shall be made periodically and as specific needs arise.

2. No pupil shall remain in a trainable class for a period exceeding three years without re-examination of mental ability.

C. Withdrawal

1. All withdrawals must be in accordance with section 8-325, Chapter 8, State Board Regulations.

2. When a pupil demonstrates after enrollment inability to meet the demands of a trainable program in the public schools, withdrawal must be properly accomplished as required in Chapter 5, State Board Regulations governing attendance.

3. When a pupil is considered for withdrawal from the program by transfer to a program for educable mentally retarded, the written recommendations of the school psychologist and the special class teacher must include statements that the pupil has the potential to succeed in an educable class.

III. Educational Management

A. Class organization may follow different patterns based on consideration of age, classroom facilities and other available resources.

1. Elementary self-contained classes may be organized with pupils ranging chronologically from six through approximately 12 years six months.

a. The primary class may range chronologically below ten years.

b. The intermediate class may range chronologically from ten to approxiamtely 12 years six months.

2. Secondary classes may be organized into either self-contained or part-time classes.

a. Junior High classes may range chronologically from 12 years six months to approximately 15 years six months.

b. Senior High classes may range chronologically from approximately 15 years six months to 21.

c. Class organization may provide for one-half day in the classroom and one-half day in the sheltered workshop.

d. Class organization may provide for one-half day in the classroom and one-half day in an on-the-job training program.

e. Teacher's schedules may be arranged to accommodate the training of the pupils whether in the classrooms, in the sheltered workshops or on-the-job training.

B. Class Size

1. Classes shall consist of a minimum of seven and a maximum of 18 pupils.

2. Districts shall cooperate to insure minimum enrollments are met.

3. Intermediate units shall insure that minimum enrollments are met whether the programs are district or IU operated.

IV. Curriculum

A. The curriculum for elementary age trainable mentally retarded children should revolve around health, social experience, readiness activities, visual and audiotroy discrimination, speech and language development, exposure and use of common materials, quantitative concepts and motor skills.

B. The curriculum for intemediate age trainable mentally retarded children should focus on the areas of physical health, mental health, emotional stability, language development and social skills. The emphasis should be pre-sheltered workshop programs. A vocational interests may be developed through industrial arts and/or home economics.

C. The secondary age trainable child shall be offered a functional and flexible curriculum.

1. Flexibility can be as described in III A, 3. c, d, and e, but should not be limited to these arrangements.

2. Continuance of pre-sheltered workshops or vocational on-the-job experiences are desirable.

3. Integral areas of the curriculum offering shall include development of functional academic, motor and social skills, and awareness of good physical and mental health practices.

D. Speech therapy shall be provided on a regular basis to each child requiring such therapy.

E. An outline of the content of each planned course of training shall be maintained on a current basis. Current basis shall be interpreted as no more than five [5] years without revision.

F. Programs shall be subject to the approval of the Department of Education.

G. At the completion of the training program the student shall receive a certificate of attendance as required by section 8-133, Chapter 8, State Board Regulations.

V. Facilities

A. Classrooms shall be given special consideration in regard to location, size, lighting, and accessibility.

B. Rooms specially designed for Special Education shall be used for these purposes in accordance with section 3-530 and 3-540, Chapter 3, State Board Regulations.

VI. Instructional Materials and Equipment

A. Instructional materials and equipment shall meet the specific strategies of the planned special education curriculum.

VII. Personnel

A. The teacher shall be certified to teach the mentally retarded.

B. A paraprofessional or teacher aide is either permissable or required.

1. An aide is permissable when the class size is more than eight but less than 15.

2. An aide shall be employed when the class size is 15 or more.

C. The paraprofessional or teacher aide in the trainable program should possess but not be limited to the following competencies:

1. Child management skills that assist individual pupils in practicing activities designed to promote desirable habits and attitudes.

2. Use of audio-visual aid equipment or other instructional media.

3. Working with individual children or small groups.

D. Other activities of aides shall follow guidelines as set forth in official brochures, standards or guidelines published by the Department of Education.

SPECIAL EDUCATION

SPECIFIC STANDARDS FOR PROGRAMS AND SERVICES FOR SOCIALLY AND EMOTIONALLY DISTURBED PUPILS

I. General Statement

Children are construed to be socially and emotionally disturbed when their reactions to life situations are so personally unrewarding and so inappropriate as to be unacceptable to their peers and adults.

For purposes of special education, socially and emotionally disturbed children are those who because of mental illness or psychological stress may exhibit overt behavior deviating from aggressive destruction to morbid withdrawal, and, therefore, benefiting more from placement in a special classroom.

Special education for the emotionally disturbed within the public schools is administratively, financially, and educationally under the direction of the Department of Education. Major aspects of programs for mental health including child psychiatric services should be obtained as provided within Mental Health/Mental Retardation regulations. The professional direction of MH/MR is under the administration of the Department of Public Welfare, office of the commission of mental health and county commissioners.

The extent of specialized instruction and of services for the socially and emotionally disturbed will vary from community to community depending upon local interest, leadership, finances, and availability of resources and professional services.

A public school program for socially and emotionally disturbed children shall be a special education program including:

- Child guidance teamwork as prescribed in the following standards for diagnosis, consultation, teacher direction, group and individual counseling within the framework of the school itself and supplemented by services from related community agencies.

- Appropriate classroom facilities developed in conjunction with diagnostic and guidance services and housed within a regular day school. This would also include the utilization of itinerant and resource room teachers as the need arises.

The success of these programs depends upon the degree to which school personnel and other professional services personnel are ready and able to work together sharing skills, special knowledge and techniques to apply what is known about adjustment and rehabilitation to learning and living in home, community and school situations.

II. Pupils

A. Admissions, Continuance, Withdrawal

The following are specific criteria which are to be used as guidelines for determining which children should be considered for services:

1. Children of average, or potentially average, intelligence whose emotional problems are so severe that, in their regular classrooms, they are unable to function *"normally"* or make educational progress at a rate, and to an extent, commensurate with their abilities.

2. Children whose behavior is a destructive influence on other children and whose serious emotional problems, therefore, call for their education by specially qualified teachers who can give them individual attention and assistance.

3. Children who are so disturbed as to be unresponsive to the regular classroom. When a behavioral analysis of the child's functioning in the school and classroom environment indicates, through diagnostic team evaluation based on the special education teacher's referral, that the child no longer needs a special class, he or she shall be returned to his or her regular classroom.

4. Children with other handicaps shall be afforded all the benefits of programs designed for the education of socially and emotionally disturbed pupils if they have this additional handicap. Organizational patterns for the multi-handicapping conditions shall be arranged accordingly.

5. Psychiatric consultation shall be available to teachers and staff throughout the period of the child's participation in the special class.

6. In no instance shall a pupil be placed in classes for the emotionally disturbed for disciplinary reasons.

III. Educational Management

A. Organizational Patterns

1. Only when standards for diagostic and consultative services have been met and have been in effect for a minimum of one year shall classes for socially and emotionally disturbed be approved.

2. The approval of these services within a public school shall be based upon a plan which utilizes the team approach through the use of present staff and community agencies, together with procurement of additional personnel on a full- or part-time basis, as necessary.

3. Initially, special classes for socially and emotionally disturbed children shall be restricted to the elementary grades. Consideration for older age groups should grow out of this experience at a later time and upon the recommendation of the diagnositc team.

4. Depending upon factors of age, intelligence, academic ability and psychiatric recommendation, the following organizational plans are approvable:

a. Self-contained classroom

(1) Pupils are enrolled upon psychiatric recommendation and with psychiatric consultation available to the teacher; individual instruction adapted to pupil needs and abilities.

(a) Class size: 5 - 8 - Elementary level

b. Integrated program

(1) Pupils are enrolled upon psychiatric recommendation and with psychiatric consultation available; flexible arrangements will be shared between special teacher and regular school program according to individual progress of the child.

(a) Class size: 8 - 12 - Secondary level

c. Resource rooms

(1) Pupils are enrolled only upon psychiatric recommendation and with psychiatric consultation available.

(2) Flexible arrangement must be provided between resource room teacher, regular and/or special classroom teacher to meet the need of the pupils.

(a) Class size: 8 - 12

d. Itinerant teachers

(1) Pupils are enrolled upon psychiatric recommendation and with psychiatric consultation available; flexible arrangements will be shared between special teacher and regular school program according to individual progress of the child.

(2) The itinerant teacher will provide instructional information to the regular and/or special classroom teacher; and also serve as a laison between regular and special classroom teacher to assist in the remediation of learning problems of individual children or small groups by direct instruction to the children.

IV. Curriculum

A. Curriculum shall be consistent with the educational demands of the program to which the child is expected to return.

B. Modifications of curriculum should be made to provide differential education befitting the child's behavior and achievement level. Such modifications must be designed to aid the child in attaining successful readmission to an age-appropriate classroom setting.

C. Modification of unacceptable behavior should be based upon individual children's prescription using recognized techniques which eventually will lead to the child being able to learn profitably within the normal educational setting.

V. Instructional Materials, Equipment, Supplies

Instructional materials, equipment and supplies shall be as outlined in the general standards for special education [1-3].

VI. Personnel

A. Teachers of classes for the socially and emotionally disturbed shall possess full certification in this field.

B. Teachers shall be members of the diagnostic team and particupate in all team activities.

C. Paraprofessionals may be employed in self-contained elementary classes when the size of the full-time class is maintained at a minimum of 7 ADM [average daily membership] and the diversity and severity of emotional problems warrants the use of a paraprofessional. Unless the minimum of 7 ADM is maintained, the approval for reimbursement to districts or advance payment continuance to IU's shall be denied.

VII. Supervision

Supervision shall be as outlined in the general standards for special education [1-4].

SPECIAL EDUCATION

SPECIFIC STANDARDS FOR PROGRAMS AND SERVICES FOR BRAIN INJURED [LEARNING DISABLED] PUPILS

I. General Statement

Brain-injured pupils are those who have had insult to the brain before, during or after birth which interferes with the integrity of the organism, thus disrupting the development of basic ego skills and infringing upon the individual's opportunities for educational success and feelings of adequacy.

Learning disabled pupils are those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental disadvantage. [Definition from federal legislation].

II. Pupils

A. Admission

Eligibility for admission to this program shall be based on the evaluation of the following differential diagnoses by the special education director, special education supervisor or certified school psychologist.

1. Individual, psychological examination including a report that the child's intellectual potential is average or above, and that past and present evidence of performance and functioning supports such potential.

2. Educational assessment indicating the strengths and weaknesses in specific skill areas.

3. Professional examination including vision, hearing, and neurological screening and, when indicated, a psychiatric examination.

B. Continuance

1. Pupils' eligibility to continue in the program shall be determined by an annual assessment of his educational progress by the teacher and school psychologist and shall include an evaluation of the child's ability to function in another class setting.

2. Physicians and/or psychiatric consultation shall be a part of an individual pupil's assessment when the child's physical and/or emotional condition warrants re-examination.

3. A complete re-evaluation, including an individual psychological examination, shall be done every three years.

4. All placements with extenuating circumstances shall be submitted to the Bureau of Special Education for pre-approval.

C. Withdrawal

1. A child may be withdrawn at any time during the program when he develops the basic skills and controls which will enable him to progress successfully in a regular program.

2. A child may be withdrawn as the result of a re-evaluation which may determine the advisability of placing the child in another special education program or which may recommend placement in a vocational program.

3. Once placed in a regular class, the special class or resource teacher shall be available to give the pupil additional help and encouragement along with supportive services provided by the school to children in general education.

III. Educational Management

A. Organization

1. Children shall be grouped according to their basic skill deficiencies and needs, not by mental age or intelligence quotients.

2. The educational program shall be complemented with psycho-therapeutic services.

3. Pupils shall be given every possible opportunity to participate in activities with non-handicapped children.

4. A written policy for the transfer of individual children to other special education or regular classes shall be an integral part of the program.

5. Patterns of organization may be developed but need not be limited to the following:

a. Special classes organized as self-contained units, cooperative units, or resource rooms.

b. Itinerant resource services organized to provide instruction to a child in basic skills areas or to assist the teacher in providing appropriate techniques and methods to assist the child to mastering these skills.

B. Class Size or Instructional ADM

1. Instructional Units

a. Class size or instructional ADM shall depend on the type of organization and the degree of disability of the pupils enrolled.

2. Special Classes

a. Special classroom placement shall be recommended only for those children who, due to the severity of the disability, have been diagnosed

as deviating to such an extent as to be unable to maintain themselves in a regular grade even with the provision of supportive services from either or both general and/or special education.

b. Classes may begin when a minimum of five pupils has been identified. Optimum class size is eight children. A maximum of 12 children may be enrolled only when the group presents minimal management problems.

c. The children should be instructed individually on a part-time basis, whatever their educational assignment, until they appear ready to be integrated into a special class situation.

d. The integration process to complete class enrollment should be accomplished by the introduction of one child at a time into the group situation. Such integration for the entire class shall be accomplished within a six week period.

3. Resource Room

a. Children may be enrolled in an approved resource room program where individual or small groups of children are instructed outside of the regular classroom providing for a minimum ADM of not less than six children.

4. Itinerant Resource

a. Children may be enrolled in an approved itinerant resource program where identified children receive instruction in the regular classroom or in another appropriate setting providing for a minimum ADM of not less than four children.

C. Age Range

1. School-age pupils to approximately 12 years, six months shall be assigned to elementary programs.

2. School-age pupils from approximately 12 years, six months shall be assigned to secondary programs.

IV. Curriculum

A. The elementary curriculum shall be in accordance with General Basic Education Curriculum Standards with adaptations to the needs, potentialities, and degree of involvement of each pupil.

1. Each child shall have an educational assessment resulting in an individual prescriptive teaching program to strengthen his ability to master the regular curriculum. As the child nears his return to a regular classroom, the individually prescribed instructional program shall increasingly approach that of the regular classroom.

2. The program shall be designed to provide the child with gross and fine motor skills, perceptual skills, conceptual skills and those controls which ordinarily develop during maturation.

B. The secondary curriculum shall be in accordance with General Basic Education Curriculum Standards.

1. Programs for children who are 13 years of age and older must be designed to meet the needs of the brain injured and/or learning disabled adolescent.

2. Specific program plan pre-approval must be obtained. Plans shall include a rationale for conducting a secondary program and a differnetiation from secondary classroom programs for the mentally retarded and/or from remedial reading programs.

3. Pupils who complete an approved secondary program shall receive a diploma.

V. Facilities

A. Classes for brain injured and/or learning disabled children shall be located in or be readily accessible to regular schools; not in separate facilities or centers.

1. Classrooms shall be large enough to contain several delineated area of activity. The individual instruction area shall be planned to reduce to a minimum, visual and auditory distractions until such time as the children can tolerate group instruction.

2. Classrooms shall be situated in a relatively quiet section of the building away from distracting noises from street traffic, shops, playgrounds, music rooms, gyms, and cafeterias or other sources of noise.

B. Proper and adequate space shall be provided to all supportive special education personnel.

VI. Instructional Materials, Equipment and Supplies

A. A wide range of instructional materials shall be made available to help each child overcome his deficient skill areas.

B. Equipment may include:

1. Both indoor and outdoor equipment to develop motor, perceptual and conceptual skills.

2. Adjustable tilted desks.

3. Movable partitions or carrels for individual study as the need arises.

4. Such items as are used in regular classrooms for children of comparable levels of functioning.

C. In addition to the general supplies to meet the academic needs of the pupils, additional items, such as sight-saving paper, may be necessary to meet the particular educational needs of the brain injured and/or learning disabled child.

D. Specific attention shall be given to statements in the plan as to how educational objectives shall be met through the use of instructional media.

VII. Personnel

A. The teacher shall have experience or training in diagnostic teaching techniques.

B. A paraprofessional may be employed under specified provisions.

1. When the size of a full-time class exceeds the minimum of five.

2. When the resource room enrollment exceeds 15 ADM.

C. Speech therapy shall be provided on a regular basis to each child requiring it.

D. Additional services such as guidance, school health, and adaptive physical education shall be made available as needed.

SPECIAL EDUCATION

SPECIFIC STANDARDS
FOR
PROGRAMS AND SERVICES FOR HEARING IMPAIRED

I. General Statement

Educators agree that children with significant impairments, including hearing impairment, have traditionally been underachievers during their years in school. This has prevented their benefiting from the maximum level of quality education even though they may have the capacity to achieve.

The primary goal of education is the full development of each pupil's educational and social potential. Thus, deaf or hard-of-hearing pupils require a special education program which emphasizes the development of communication skills including sequential language acquisition. These standards recognize that appropriate programming may take place in a number of different school environments, e.g., district, intermediate unit, or private facilities and that such placement may be on a day or residential basis.

To accomplish this, programs and services for the deaf or hard-of-hearing shall include: (a) full-time and part-time classes [day and residential] and, (b) regular classroom placement supplemented by itinerant speech, hearing, language and other ancillary services.

Identification and classification of all deaf or hard-of-hearing children shall be made prior to enrollment in a specific school or program. Provisions shall also be made for an on-going diagnostic study via experimental educational and therapeutic placement, long-term observation and periodic re-evaluations. Also, provisions shall be made to evaluate the deaf or hard-of-hearing on the basis of their potential, performance, and achievement as well as the results of audiometric and other tests.

A. Definitions

1. *Deaf* - Children whose primary handicap is a severe to profound hearing loss requiring continuing special classroom instruction in language and communication appropriate to their needs.

2. *Hard-of-Hearing* - Children whose degree of hearing loss is mild, moderate or severe; i.e., they have *useful* residual hearing to assist them in their attempts to communicate. Their degree of impairment is such that they may function and progress satisfactorily in the *regular classroom* with supplemental services. This shall also include Central Language Impairment, i.e., children who may or may not have a hearing loss and who have cerebral or other malfunctions which impair their ability to cope with and manipulate the symbols of expressive and/or receptive language.

II. Pupils

A. Admission

1. Eligiblity for admission to programs and services for the deaf or hearing impaired shall be based upon information provided by a differential diagnosis

of the primary disability area. This shall include examinations by a qualified audiologist, otologist, psychologist, and the recommendations of the supervisor of speech and hearing and the special education director. The audiological assessment shall be done at a facility currently approved to provide such services to the Department of Health's Hearing Conservation Program.

2. Eligibility for admission to special education programs and services shall also be based upon: (a) degree and type of impairment, (b) current and potential functional levels of speech, language and audition, and (c) homogenity of age, intellectual ability and ability to achieve.

3. Eligibility for admission to special education programs and services shall be based upon conditional approval. Parents shall be informed that all placements are on a temporary basis until diagnostic teaching data substantiates the appropriateness of the placement.

B. Continuance

1. The need for continued enrollment shall be based upon the results of biannual audiological and psychological assessment, and annual educational evaluations by appropriate personnel within the educational environment in which the child is enrolled.

C. Withdrawal

1. Periodic evaluations by appropriate professionals shall provide the basis for withdrawal or transfer among the various types of programs and services. Withdrawals or transfers shall also be made after parental consent has been obtained. This will enable professional staff to explain programs and services on the basis of pupil needs and continuous progress.

2. It should be recognized that some children who may be considered primarily hearing impaired at the time of the original diagnosis may be determined to need another type of special class placement after a diagnostic and evaluation teaching period. Such pupils shall be referred to other special programs through appropriate admission procedures. This shall also include parental consent.

III. Educational Management

A. Organizational Patterns

1. Since the major determinant of hearing impairment is correlated directly to the severity of the degree of language involvement, primary consideration of class size and organization is necessary.

2. Three distinct instructional programs shall be approved for operation. These shall include full-time classes [residential and/or day], part-time [resource] classes, and/or itinerant services.

B. Instructional Levels

1. Programs and services for deaf or hard-of-hearing may be provided wherever possible to children from six months [residential schools] to 21 years.

2. And shall include the retarded [trainable and educable], brain injured, emotionally distrubed, physically handicapped, visually impaired and mutihandicapped.

C. Class Size

1. Full-time Classes [Deaf]

a. Full-time classes for the deaf shall be limited to a maximum of eight pupils and composition shall be based upon pupils' age, grade or achievement levels.

b. These classes should be established wherever possible for deaf pupils in their earliest years. However, stationary class organization does not preclude integration into general education programs and services. Such integration shall be accomplished when the pupil's progress indicates readiness for achievement in regular classes.

2. Part-time Classes [Hard-of-Hearing or Central Language Impairment]

a. Classes organized on a part-time basis shall be provided at the appropriate educational levels. The number of pupils enrolled in such classes may vary according to type and severity of hearing loss and age level. Such classes shall be operated to permit maximum integration into general education programs and to provide an intensive tutorial program.

3. Itinerant Services

a. Enrollment in itinerant programs and services shall be limited to a minimum of 15 and a maximum of 25 pupils per week. The number of pupils enrolled may vary according to the severity of the hearing loss and the grade and/or achievement level of the pupil.

IV. Curriculum

A. Full-time Classes [Deaf]

1. The primary objective of this program shall be the acquisition of communication skills through the application of procedures which utilize learning theory. This shall include perceptual and auditory training, lip reading, conceptual development and academic subjects. Language training shall be viewed as an on-going process and the core of the procedure.

2. Parent guidance and counseling shall be an integral part of the program.

B. Part-time Classes [Hard-of-Hearing or Central Language Impairment]

1. Pupils included in such programs usually can be classified as having moderate to mild hearing loss; or those pupils who have severe hearing loss but who are capable of attaining maximum potential.

2. Special instruction shall be given to the development of those skills required for comprehension of core subjects. *Primary* emphasis shall be given to the

language arts, supplemented by conventional hearing therapy which shall include lip reading, audiotory training, speech and language training and individual tutorial service. Speech, language and hearing therapy shall be provided on an individual basis, with a minimum of two sessions per week.

a. All individualized instruction shall be related to core subjects. Because such instruction supplents regular class materials, extremely close cooperation and contact with teachers of core subjects shall be maintained by the teacher of the hearing impaired.

3. Teacher and parent guidance and counseling shall be an integral part of the program.

C. Itinerant Services

1. This program shall offer supplementary services for those hearing impaired children able to participate in the regular classroom. Such services shall include: lip reading, auditory training, hearing aid orientation, speech therapy, and tutorial service in special subject areas which may be inhibiting academic progress. Teacher and parent guidance and counseling shall be an integral part of the program.

2. In addition to a regulary scheduled caseload, the itinerant teacher shall maintain a list of those children whose problems are not severe enough to warrant full-time programming but are in need of follow-up management, such as post-operative treatment, medical treatment, relapse detection, and other carry over recommendations made at the facility approved to provide such services to the Department of Health's Conservation Program.

3. The itinerant teacher shall schedule these children for a minimum of three visits per school year by the teacher of the hearing impaired and/or the speech clinician.

V. Facilities

A. Full-time Classes [Deaf]

1. Classrooms for the deaf shall have reasonable acoustic treatment. Proper ventilation and lighting shall be provided and the room(s) shall be furnished with tables and chairs of appropriate size for the pupils being instructed. Both artificial and natural lighting shall be adequate for communication. Ambient noise level, as measured by a sound level meter, shall not exceed 65 db (C-sclae) or 55 db (A-scale).

B. Part-time Classes [Hard-of-Hearing or Central Language Impairment]

1. Classrooms for the hard-of-hearing shall be provided on a permanent basis and shall be located away from street traffic and other distracting sounds which originate in shops, playgrounds, music rooms, gymnasiums, etc. Proper ventilation and lighting shall be provided and the room(s) shall be furnished with tables and chairs of appropriate size for the pupils being instructed. Both artificial and natural lighting shall be adequate for communication. Ambient noise level, as measured by a sound level meter, shall not exceed 65 db (C-scale) or 55 db (A-scale).

C. Itinerant Services

1. The itinerant services clinician shall have full use of a room located away from street traffic and other distracting sounds which may originate in shops, playgrounds, music rooms, gymnasiums, etc. Proper lighting and ventilation shall be provided and rooms shall be furnished with tables and chairs of appropriate size for the pupils being instructed. Ambient noise level shall not exceed 65 db (C-scale) or 55 db (A-scale) as measured by a sound level meter.

VI. Instructional Materials and Equipment

A. General equipment shall include such items as are used in regular classrooms for pupils of comparable age and/or grade levels and an amplification system of excellent quality.

B. An aduitory training unit shall be so designed to include individual amplification for each child. The auditory training unit shall be equipped with a microphone for presenting live program material and input for adjunctive audio-visual aids. Amplification units and furniture for each pupil shall remain movable and it is recommended that the floor be covered by carpeting or matting to reduce ambient noise.

C. Additional equipment for the hard-of-hearing shall include:

1. A pure tone audiometer.

2. A portable amplifying unit of excellent quality.

3. A portable record player with a supply of records suitable for auditory training, speech correction, rhythm, etc.

4. A lightweight portable tape recorder with a supply of tapes and takeup reels and other electronic devices judged to be appropriate for special instruction.

5. Interesting motivational materials, supplementary books, pictures, games, toys, card sets, manuals, etc.

6. Expendable supplies - notebooks, paper, crayons, manila folders, audiogram blanks, records, etc.

7. A mirror approximately 3 feet by 5 feet.

8. Overhead projector and screen.

9. Chalkboard.

VII. Personnel

A. Professional Personnel

1. Teachers of the Deaf [full-time and part-time]

a. Shall meet the requirements for certification as set forth in Chapter 10 of the State Board Regulations. Certification requirements as set forth by the Conference of Executives of American Schools for the Deaf is deemed advisable.

2. Itinerant Personnel

a. Speech Clinicians and Audiologists

(1) Shall meet the requirements for certification as set forth in Chapter 10 of the State Board Regulations.

B. Supervisory Personnel

1. Shall meet the requirements for state certification as set forth in Chapter 10 of the State Board Regulations as well as the requirements for supervisory personnel.

SPECIAL EDUCATION

SPECIFIC STANDARDS FOR PROGRAMS AND SERVICES FOR VISUALLY IMPAIRED

I. General Statement

Visually impaired pupils are those who because of the type and degree of visual impairment are unable to perform satisfactorily in the usual classroom without significant modifications in curriculum and instructional materials, equipment, and methods. Special education for the visually impaired may be offered specifically for partially seeing pupils, for blind pupils, or for partially seeing and blind pupils in combination. Special classes may be conducted at either elementary or secondary level. Itinerant services may enroll either elementary or secondary pupils, or both.

Partially seeing pupils are those whose vision, although impaired, is yet the primary channel of learning and, with considerable adjustments, are able to perform the visual tasks required in the usual school situation. Generally, their visual acuity with correction is 20/70 or less.

Blind pupils are those with no vision or with little potential for developing vision as a primary channel for learning and, therefore, must rely upon tactual and auditory senses to obtain information. Generally, their visual acuity with correction is 8/200 or less.

Visually impaired pupils include both blind and partially seeing pupils.

Visually impaired, multihandicapped pupils are those who are mentally retarded, brain injured, physically handicapped, emotionally and socially distrubed, hearing impaired, or non-verbal, as well as partially seeing or blind.

II. Pupils

A. Admission

Pupil eligibility for admission to a program or service shall be based on results of (1) examination by an eye specialist and his report of the nature and degree of visual impairment, (2) analysis of child's visual functioning, (3) educational assessment, and (4) individual psychological evaluation.

B. Continuance

Pupil eligibility for continuance in the program or service shall be determined by results of annual re-evaluations of vision, level of visual functioning and educational achievement and by recommendations of the teacher and special education director or other expert as deemed advisable.

C. Withdrawal

Pupil termination of enrollment in the program or service shall be by recommendation of the teacher and special education director.

1. Withdrawal shall be based on evidence that the pupil has developed the skills necessary to maintain himself in a regular school program or that his vision is no longer impaired sufficiently to justify his placement.

2. In the case of the multihandicapped, termination shall occur if upon evaluation or re-evaluation the pupil is recommended for transfer to another type of special education, if he is determined to be uneducable, or if he completes his program and is awarded a certificate of attendance.

III. Educational Management

A. Organization

1. Special classes may be organized as self-contained units, cooperative units, or resource rooms.

2. Itinerant services may be organized as general instruction services or specifically for orientation and mobility services.

B. Class Size or Instructional ADM

Class size or instructional ADM shall depend on the type of organization, the ages and degree of impairment in the pupils enrolled.

1. Special classes for partially seeing pupils

   a. Minimum 8 - maximum 15

2. Special classes for blind pupils

   a. Minimum 5 - maximum 10

3. Special classes for visually impaired pupils

   a. Minimum 8 - maximum 12

4. Special classes for multihandicapped pupils

   a. Minimum 5 - maximum 8

5. Itinerant services for visually impaired pupils

   a. Minimum 8 - maximum 25

   b. Minimum instructional ADM [to be determined]

IV. Curriculum

A. *Special curriculum for partially seeing pupils* shall emphasize sight utilization training, auditory training and listening skills development, basic orientation and mobility techniques, and typewriting.

B. *Special curriculum for blind pupils* shall emphasize instruction in the braille systems for reading and writing, arithmetic and music notation, tactual discrimination,

auditory training and listening skills, basic orientation and mobility techniques, and typewriting. Low vision stimulation shall be stressed for those with any residual vision.

C. *Special curriculum for visually impaired, multihandicapped pupils* shall emphasize instructional elements appropriate to the degree of visual impairment as well as those appropriate to other types of exceptionality presented in the pupils enrolled.

D. *Special curriculum for orientation and mobility services* shall be determined by needs of individual pupils enrolled but shall include, as appropriate, identification of environmental clues, familiarization with specific environments, safety precautions, techniques for travel with sighted guides, cane travel techniques, use of public transportation, and development of appropriate gait and posture.

V. Facilities

A. *Public school special classes for visually impaired pupils* shall be located in, or with ready access to, regular schools, rather than in separate facilities or centers, except when the programs are designed for the multihandicapped.

B. *Public school special classes for multihandicapped pupils* may be housed in special education centers or diagnostic centers, as well as in regular school buildings.

C. *Locations for itinerant services* shall be determined primarily by the location of the pupil and nature of the services to be rendered.

1. *Itinerant general instruction services,* when provided on an individual pupil basis, shall be conducted within the public schools utilizing conference rooms, offices, classrooms, or other suitable school setting.

2. *Itinerant general instruction services* may be conducted outside the public school for those visually impaired pupils who are homebound, hospitalized, or in detention.

3. *Itinerant orientation and mobility services* may be conducted within the public school, in the pupil's home, or in the community.

D. *Special classrooms and rooms for itinerant services* shall have the best possible illumination with provisions for individual lighting adjustments, and surfaces shall be free from glare.

E. *Special classrooms* shall be amply supplied with electrical outlets and shall have extraordinary provisions for storage of instructional equipment, materials, and supplies.

VI. Instructional Materials, Equipment and Supplies

Instructional equipment, materials, and supplies shall be appropriate to the degree of visual impairment as well as the age, ability, and interest levels of pupils enrolled.

VII. Personnel

A. Professional

1. Special class and itinerant teachers employed within the public schools shall be certified in the education of the visually impaired, except for teachers of visually impaired, multihandicapped children, who may upon prior approval by the Bureau of Special Education present certification in another area of exceptionality.

2. Teachers employed in schools for the blind shall hold a valid Pennsylvania teaching certificate appropriate to their assignment. Additional certification in the education of the visually impaired is desirable.

3. Until such time as certification requirements are developed specifically for supervisors of programs for visually impaired and staff becomes available, supervision of teachers of visually impaired shall be performed by the director of special education or his agent.

B. Paraprofessional

1. A special education aide is required for special classes enrolling six [6] or more visually impaired, multihandicapped pupils who are trainable, physically handicapped, brain injured, or hearing impaired. The primary role of the aide is to assist with the personal care of the pupils and such basic training activities as the teacher may direct.

2. A full-time *Materials Assistant* is required for school districts or intermediate units having a total itinerant enrollment of 50 visually impaired pupils. The primary role of the Materials Assistant is to assist the teachers in locating, ordering, distributing, storing, and/or preparing materials needed by the pupils.

   a. Visually impaired pupils enrolled in district-operated special class programs and itinerant services may be included with intermediate unit itinerant services enrollments in qualifying for a full-time Materials Assistant for the intermediate unit when the districts do not employ such staff.

   b. The Bureau of Special Education will consider requests from school districts or intermediate units for prior budgetary approval to employ Materials Assistants on a full-time or part-time basis for visually impaired pupils enrolled in special classes, depending upon demonstration of need and availability of funds.

SPECIAL EDUCATION
SPECIFIC STANDARDS
FOR
PROGRAMS AND SERVICES FOR SPEECH AND LANGUAGE IMPAIRED

I. General Statement

Programs and services for speech and language impaired children are an integral part of the child's educational program. As such, these programs and services are provided by a well qualified, competent trained clinician. Such services are provided in an appropriate facility located in a school or school building(s) which are so designed and equipped to enhance communication skills.

A. Speech Impaired

Are those children whose speech deviates from accepted standards of their individual social and cultural community in such a way as to interfere with the communication process.

B. Language Impaired

Are those children whose expressive and/or receptive language skills, either oral and/or graphic, deviate from excepted norms in terms of grammatical, morphological and semantic performances.

II. Pupils

A. Admissions

1. Children eligible for enrollment in speech and language programs shall range from grades K-12. Exceptionalities of trainable and educable mentally retarded, brain injured (learning disabled), emotionally disturbed, physically handicapped, visually impaired and the multiply handicapped shall all be considered eligible for speech and language programs and services.

2. Programs and services shall provide speech and language impaired children with opportunities for group and/or individual remediation to meet their specific communication needs.

3. Enrollment of children in programs for speech and language impaired may vary according to: [1] geographic considerations, [2] population distribution, [3] availability of professional staff, [4] type of problem, [5] severity of problem, [6] number of schools served, and [7] other related needs of individual pupils.

4. Eligibility for admission to programs for speech and language impaired shall be based upon the recommendation of a certificated speech clinician and/or supervisor of speech and hearing services. Specialized evaluations, as needed, in audiology, speech pathology, psychology, psychiatry and neurology shall be provided by persons who have had training and/or experience in the diagnosis of speech and language impairments.

5. Eligibility for admission to special education programs and services shall be based upon conditional approval. School administrators, parents and others shall be informed that all placements are on a temporary basis until diagnostic teaching data substantiates the appropriateness of the placement.

B. Continuance

1. Continuance in speech and language programs shall be based upon the evaluative judgements and re-evaluations of the speech clinician and supervisor of speech and hearing.

2. Periodic evaluations for determination of the child's ability to profit from renewed speech and language programs and services shall be made.

3. In no instance shall a re-evaluation exceed a period of one year for any child temporarily withdrawn.

C. Withdrawal

1. Permanent

A child shall be permanently withdrawn from a speech and/or language program for any of the following reasons:

a. Demonstrates sufficient modification of communication behavior, as determined by the speech clinician and/or supervisor of speech and hearing.

b. Demonstrates significant reduction of anxiety and/or maladjustment related to speech and/or language impairment.

c. Transfers from the school district or intermediate unit in which the speech and/or language programs and services are offered.

2. Temporary

A child may be temporarily withdrawn from a speech and/or language program by the speech clinician and/or supervisor of speech and hearing services if the child's performance is such that continuance cannot be justified under current educational and therapeutic criteria.

III. Educational Management

A. Instructional Levels

1. Specific levels of instruction shall be determined by the clincian and/or supervisor of speech and hearing based on considerations of age, level of maturation, and type and severity of problem.

2. Instructional levels of speech and/or language services may include itinerant and/or part-time remediation programs.

B. Organizational Patterns

1. The organizational patterns of speech and language programs and services shall be determined by statistical and/or other data relevant to the geographical area(s) served and the assessed needs of children. Development, expansion, improvement, and/or modification of such organizational patterns shall be in accordance with the intermediate unit plan and shall be justified on the basis of administrative

decisions concurred with by the local supervisor of speech and hearing, special education director and the executive director or district superintendent. The Bureau of Special Education shall provide guidance and leadership as deemed advisable.

2. Speech and language programs and services shall provide therapy and related activities as determined by the speech clinician which are suited to the particular speech and/or language impairments demonstrated by the child. Such programs and services shall require adequate time for diagnostic evaluations, planning of therapy, record keeping, conferences, and the performance of other related activities.

3. Program implementation may involve itinerant, block, and/or group and class room management programs. Combinations of such programs and innovative approaches may be utilized to effect optimum results.

C. Class Size (Case Load)

Enrollment may vary according to the implementation requirements of the desired organizational pattern.

1. *Itinerant speech and language programs* - (a) 80 to 90 children per clinician instructed at least once each week for 45 minutes, (b) 40 to 45 children per clinician instructed twice per week, or (c) *an equivalent per pupil load.* Regardless of scheduling procedures, the total number of children shall not exceed 100 per clinician.

2. *Intensive itinerant speech and language programs* - (a) 20 children instructed 5 times per week, (b) 25 children instructed 4 times per week, or (c) *an equivalent per pupil period load.*

3. *Block speech and language program* - the number of blocks and systems of block scheduling shall be determined by the supervisor of speech and hearing and the special education director. Enrollment of children will be commensurate with those described in the itinerant and intensive itinerant programs.

4. *Group and classroom management programs* - these shall include children who demonstrate speech and/or language problems which do not severely inhibit educational and social progress and whose management can be effectively handled by a regular or special classroom teacher under the direct supervision of the speech clinician and/or the supervisor of speech and hearing. The number of children enrolled in this type of program shall be determined by the speech clinician and/or the supervisor of speech and hearing and shall not exceed 10-15 pupils instructed in 30-minute sessions twice per week.

IV. Curriculum

A. The curriculum for speech and language impaired shall be designed to develop adequate and acceptable expressive, receptive and intergrative communication skills. Curriculums shall be designed to foster attention, retention and recall in the development of skills necessary in all language modalities and they shall be flexible and so adjusted as to meet the specific needs of the children served.

B. No curriculum shall be approved unless it meets all provisions as stated in Chapter 8, State Board Regulations.

V. Facilities

A. Shall meet the requirements as specified in Sections 3-510 through 3-550, Chapter 3, State Board Regulations.

B. Rooms for speech and language programs shall be in good condition; attractively painted, have acoustic ceilings and be located in an area away from street traffic noise, shops, playgrounds, music rooms, gymnasiums, cafeterias, etc. Both artificial and natural lighting shall be adequate for the maximum utilization of visual stimuli. Special provisions shall be made for adequate storage space for teaching materials and special equipment.

VI. Instructional Materials, Equipment and Supplies

A. Materials for the development of vocabulary and number concepts shall be provided, including language charts, creative play items, toys, phonic charts, pictures and other items as deemed necessary for instructional purposes. Appropriate electronic units shall be available for those pupils who may need and be ready to profit from their use.

VII. Personnel

A. Professional

1. Speech clinicians

a. Shall meet the requirements for Instructional Level certification as set forth in Chapter 10, State Board Regulations.

2. Supervisors of Speech and Hearing

a. Shall meet the requirements for Instructional Level and supervisory certification as set forth in Chapter 10, State Board Regulations.

SPECIAL EDUCATION

SPECIFIC STANDARDS FOR PROGRAMS AND SERVICES FOR MENTALLY GIFTED PUPILS

I. General Statement

Mentally gifted children are those children who, in accordance with objective criteria prescribed in guidelines developed by the Department of Education, Bureau of Special Education, have outstanding intellectual and/or creative ability, the development of which requires special activities or services not ordinarily provided by local educational agencies.

Mentally gifted children of elementary and secondary school age who have been identified by multiple criteria, including teacher recommendation, academic achievement, group and individual psychological testing and interest inventories, as ranking among the top three per cent of the nation's school-age population and who will benefit from individualized programs utilizing school professional personnel, professional service personnel, and community personnel to provide and encourage acceleration, enrichment, resource tutoring, independent study and leadership skills aimed at developing each child's potential to function as a productive and creative adult, are the individuals eligible for special programs for the gifted.

II. Pupils

A. Admission

1. Whether a pupil qualifies for a class for the gifted is determined by such factors as intelligence quotient [130 or better on individual psychological test], achievement, scholastic record, aptitudes and interests and by professional recommendation and counseling interviews as determined by the guidelines issued by the Department of Education, Bureau of Special Education.

2. Consideration shall be given to exceptions to those children described in (1) above according to recommendations of the psychologist and school professional personnel.

B. Continuance

Selection of gifted pupils begins at kindergarten and extends through the grades; first, as a part of the overall testing procedure of the school and second, as a refined screeing procedure encompassing individual psychological testing, teacher recommendation and pupil and parent interest.

III. Educational Management

A. Organization

1. Program Plan Approval

a. Approval of programs for the gifted shall be based on a plan which provides for the identification of such students and a sound educational

continuum of special courses, classes, and other appropriate educational strategies as defined in Chapter 8, State Board Regulations beyond, or in place of, the basic curriculum.

b. The program plan shall be prepared in accordance with Department of Education policies and State Board of Education regulations and may be approved for reimbursement to districts or advanced payment to intermediate units, within budget limitations, when operated in conformity with such policies and regulations.

c. The program plan shall include provisions for the utilization of present facilities, services and staff and any necessary supplementation in accordance with approved guidelines.

2. Organizational Patterns

a. Special education classes for gifted children shall provide the opportunity for development in relationship to mental ability as outlined in Chapter 8 of State Board Regulations and Guidelines of the Bureau of Special Education.

b. Special education classes for the gifted may include independent study, tutoring, instruction in small groups, seminars or group counseling sessions, itinerant teacher programs and advanced courses.

c. Programs, services and provisions for gifted children must be based on pupil population, local interest, leadership and availability of resources and will vary accordingly.

d. Programs shall be made up of those students of elementary and secondary school age who have been identified as gifted and enrolled according to an approved, filed plan by districts or intermediate units and will have at least 150 minutes of special activity each week during the regular school day.

B. Class Size

Where small groups are formed for purposes of special instruction, class size should not exceed 12 for secondary and 8 for elementary groups.

IV. Curriculum

Approval of these programs shall be based on a curriculum which indicates the nature and type of present resources, the need for additional resources and which present, in detail, all such items as are necessary to evaluate the program in regard to its conformity to law, regulations, standards and guidelines.

A. The curriculum shall include a clear statement of:

1. Need and intent [introduction].

2. Procedures for identification and selection of pupils and adequate specific psychological services to support them.

3. The educational program, including:

   a. Goals that are definable, reasonable and measurable.

   b. Curriculum including adaptation of teaching methods and activities that are distinct and different from basic education.

   c. Procedures for evaluation.

   d. Scheduling.

   e. Other pertinent data which will define the program and the utilization of this program in the total educational process.

4. Administrative procedures, including:

   a. Utilization of staff.

   b. Lines of communication and liaison.

   c. Methods for evaluation of activities and results.

   d. Other pertinent data.

B. The curriculum shall provide for:

   1. The utilization of all pertinent existing educational and community resources.

   2. Guidance and counseling services commensurate with the abilities of gifted children.

   3. Supplementation necessary for implementing the proposed program:

      a. Personnel.

      b. Materials.

      c. Others.

C. Curriculum plans are subject to review by the Bureau of Special Education of the Department of Education. The bureau staff in conjunction with staff of the interbureau committee on mentally gifted shall make recommendations as to the approval or modification of submitted plans.

D. Final approval for reimbursement and/or advanced payment shall be in conformity with the provisions of Section 1372 and 1373 of the school code.

V. Instructional Materials, Equipment and Supplies

A. Instructional materials for classes for the gifted shall be describably different from that which is purchased as part of the basic curriculum.

B. Instructional materials may include, but not be restricted to supplementary books, pamphlets and periodicals, selected special programs [such as The Great Books

Program], sophisticated teaching devices [such as computers, calculators and TV equipment], extraordinary filmstrips, tapes, recording and consumable laboratory equipment beyond normal requirements.

C. Expenditures for special instructional materials should not exceed 25 per cent of the total gifted budget.

VI. Personnel

A. Special teaching staff for the gifted shall be permanently certified in their field of instruction and/or in special education with a master's degree or equivalent, subject to approval of the plan by the Bureau of Special Education.

B. Supervision of programs shall be carried on regularly under the guidance of a supervisor of classes or, if the program is small, a coordinator.

C. Qualifications for supervisor of classes or coordinator of gifted programs shall be subject to approval by the Bureau of Special Education.

SPECIAL EDUCATION

SPECIFIC STANDARDS FOR THE HOMEBOUND INSTRUCTION PROGRAM

I. General Statement

The homebound instruction program is provided to children of school age who cannot attend school due to a physical or mental impairment.

II. Pupils

A. Admissions

1. Children of school age who are unable to attend or be transported to public school classes and who have the mental ability to benefit from academic instruction shall qualify for this program.

2. Children of school age confined in detention homes for an anticiapted period of more than ten days qualify for this program.

3. In general, unless there are accompanying physical disabilities, provision for homebound instruction is not approvable for deaf, blind, extremely hard-of-hearing or partially sighted children. Such children shall be afforded education in a regular or special education public school or in an approved, private residential or day school.

4. When a pupil enrolled in a nonpublic school requires homebound instruction, the request for such instruction is made to the superintenden of the public school district of which the child is a resident. The pupil shall be withdrawn from the active roll of the nonpublic school and entered on the active roll of the public school.

5. In some sections of the state, certain physically handicapped children, upon medical recommendation, spend periods of convalescence and treatment in medical institutions or convalescent homes outside Pennsylvania. These children may receive instruction if the institution offers an educational program recognized by the host state and approved by the Pennsylvania Department of Education.

B. Continuance

1. Pupils shall continue on homebound instruction until medical recommendation indicates return to other educational programs.

2. Homebound instruction may be in lieu of general education for severely physically handicapped children who cannot attend regular or special schools.

C. Withdrawal

1. A pupil may be withdrawn from the program upon medical recommendation based on the physical condition of the child.

2. Homebound instruction shall discontinue upon assignment to other full-time educational programs.

III. Educational Management

A. The special education director of the school district or intermediate unit and/or the certified school psychologist plans for and supervises the educational program for homebound children in keeping with psychological, educational and medical findings.

B. When a child is only temporarily out of school, the child's regular teacher shall be consulted to assist in the educational management of the child's program.

IV. Curriculums

A. The curriculum shall be in accordance with general basic education standards.

B. Adaptations should be made to meet the unique educational needs created by the degree of physical or mental involvement of each pupil.

C. Full recognition shall be given for instruction given to severely physically handicapped.

D. Provision shall be made to issue a certificate or diploma for children provided with homebound instruction on a long term basis.

V. Facilities

A. Space suitable for instructional purposes shall be provided as determined by the judgment of the teacher of the homebound child.

B. The space provided shall be adequate to accommodate the pupil and teacher in accordance with the pupil's physical or mental involvement.

C. The pupil and teacher shall be afforded a surrounding conducive to instruction and relatively free from distraction.

VI. Instructional Materials

A. Specialized materials shall be provided where indicated.

B. The same or comparable material to that used by the pupil in his regular class assignments shall be provided.

VII. Personnel

A. The teacher shall be properly certificated.

B. Teacher assignments should be made according to subject areas and grade levels.

SPECIAL EDUCATION

SPECIFIC STANDARDS FOR PROGRAMS AND SERVICES FOR CERTAIN EXCEPTIONAL PUPILS IN STATE-AIDED APPROVED PRIVATE SCHOOLS

I. General Statement

When a school district or an intermediate unit does not, or cannot, provide an appropriate special education program for children who are blind, deaf, muscular dystrophied, cerebral palsied, brain damaged or socially and emotionally distrubed, educational placement may be made in a state-aided approved private school.

State-aided approved private schools are those schools which, having been properly licensed and having met Department of Education, Bureau of Special Education Standards and State Board Regulations, are eligible for payment of tuition or tuition and maintenance costs of certain exceptional children enrolled therein in accordance with the *School Laws of Pennsylvania*, 1949, as amended. [Sections 1376-1377.]

II. Pupils

A. Admission

1. Eligibility of children for consideration of admission to a state-aided approved private school shall be determined based upon an examination by competent medical authority for the exceptionality concerned, e.g. socially and emotionally distrubed--psychiatrist; brain damaged--neurological. In addition, there shall be a psychological report accomplished by a certified school psycholigist, attesting to the child's educability and such other school reports deemed necessary.

2. All placements with extenuating circumstances shall be submitted to the Bureau of Special Education for additional evaluation and final approval.

B. Continuance

1. Pupil eligibility in continuance in a private school program shall be determined by an annual assessment by the educational team of the private school and, when appropriate, shall include the recommendation of a certified public school psychologist that the child is benefiting enough to continue. Other alternatives shall be included in assessments such as another type of special education program, another private school or return to the public schools. Such information shall be furnished the resident school district for concurrence of continued placement.

C. Withdrawal

1. A child may be withdrawn by the resident school district at the end of the school year when it is deemed probable, based on the continuance evaluation data, that the development of the basic skills and/or controls has been achieved which would enable successful progress in a district-operated or intermediate unit special education program or a return to a regular program of instruction.

2. It is the responsibility of the resident school district to ensure the child is provided an education commensurate with his or her mental and physical needs within the public schools as soon as the child is able to function therein.

III. Educational Management

A. Organization

1. Pupils shall be grouped according to their basic skill deficiencies and their social/emotional needs.

2. The special education program shall be complemented with supportive services according to the needs of the handicap.

a. Physically handicapped and sensory impaired shall receive appropriate services according to the specific standards for such impairments.

b. Mentally impaired shall receive appropriate psychotherapeutic services.

B. Class Size

Class size shall conform to the specific special education standards for each exceptionality.

C. Age Range

Age range shall conform to the specific special education standards for each exceptionality.

IV. Curriculum

A. The elementary and the secondary curriculum shall be in accordance with Curriculum Regulations, Chapter 7, of the State Board of Education with adaptations to the needs, potentialities and degree of involvement of each pupil as described in the specific special education standards for each exceptionality.

B. Each child shall have an educational assessment resulting in an individual prescriptive teaching program which shall be regularly reviewed, evaluated and modified to provide for the child's educational growth and social/emotional development.

V. Facilities

The facilities shall meet all state standards, regulations and laws as well as the private school requirements as specified by the Bureau of Private Academic Schools.

VI. Instructional Materials, Equipment and Supplies

Instructional materials, equipment and supplies shall be equivalent to those described in the special education standards for the exceptionality.

VII. Personnel

Teachers, paraprofessionals, ancillary and supportive staff shall be qualified in accordance with the special education standards and Chapter 8, State Board of Education Regulations.

VIII. Evaluation

A. Initial State-Aided Private School Provisional Approval

Private schools desiring Bureau of Special Education approval for eligibility for payments of tuition or tuition and maintenance costs for certain exceptional children shall adhere to the following

1. Obtain private school licensure in a specific special education category as defined in Section 1376-1377 of the *School Laws of Pennsylvania.*

2. Submit the school's special education program proposal to the Bureau of Special Education as further delineated in the administrative guidelines.

3. Upon program proposal approval, prepare for the Bureau of Special Education to conduct an on-site visitation by an evaluation team selected by the bureau.

4. Upon satisfactory completion of the above steps, program approval may be granted for the specified special education category.

5. Each school so licensed and approved shall be operated as a separate and distinct program in accordance with the differentials in payment for tuition or tuition and maintenance.

B. Periodic Re-Evaluation of Approved Private Schools

1. Approved private schools shall be re-evaluated by a team of professional educators chosen by the Bureau of Special Education a minimum of once every five years.

2. Upon the request of two or more school districts, a re-evaluation may be made as deemed necessary.

3. An on-site re-evaluation by the team along with the program description shall be the basis for a re-evaluation report.

   a. The re-evaluation report shall be filed with the Bureau of Special Education, the Bureau of Private Academic Schools, and the private school.

   b. Status for the eligibility for continuation as a state-aided approved private school shall be determined on the basis of this report as being:

      (1) Continued approval.

      (2) Continued approval, with qualifications.

      (3) Disapproval.

   c. If the status of approval is qualified, the private school shall be re-evaluated in terms of the weak areas one year from the beginning of the probationary period.

   d. If the status is disapproved, the private school shall be ineligible for tuition or tuition and maintenance payments from that date forward.

Re-evaluation of a private school which has disapproval status may be requested from the Bureau of Special Education one year after the disapproval date, provided substantial evidience has been presented to demonstrate that the causes for disapproval have been removed.

4. Prior to an on-site re-evaluation, the private school must submit an up-dated program description.

SPECIAL EDUCATION

SPECIFIC STANDARDS FOR PROGRAMS FOR CHILDREN IN DETENTION HOMES

I. General Statement

Children of school age who are detained by order of the Juvenile Court Act of 1933, as amended, are eligible for this program. Because the educator is not in a position to control who is assigned to a detention home or the length of time a child shall remain, a highly individualized and flexible program must be planned to meet the needs of the individual.

II. Pupils

A. Admission

1. Children of school age who are assigned to a detention home by order of a Juvenile Court.

2. When a child is admitted to a detention home, the Juvenile Court shall notify the school district of residence, in writing, that the child is in the home and that his anticipated stay is ten days or more.

B. Continuance

1. The child shall be permitted to continue in the educational program for the duration of assignment in the detention home.

C. Withdrawal

1. Discharge or transfer from the detention home shall be the deciding factor.

2. Extenuating factors other than the above require preapproval of the Department of Education.

III. Educational Management

A. Organization

1. Children may receive instruction within a special class established in the detention home. Such classes shall be operated by the intermediate unit.

   a. A working agreement shall be developed between Intermediate Unit County Commissioners and Juvenile Courts of the County and/or its detention homes in determining a need for establishing classes within the detention homes.

2. Children may be instructed through procedures for homebound instruction.

B. Class Size or Instructional ADM

1. Classes shall consist of a minimum of five and a maximum of 15. Whenever possible, homogeneity of age, intellectual capacity and educational achievement should be considered in class organization.

2. Where the ADM is less than five homebound instruction shall be provided for all children who are expected to remain ten days or more.

IV. Curriculum

A. Emphasis should be based upon individualized instruction appropriate to the capabilities and achievement level of each pupil.

1. The program shall approximate that of the regular classroom as closely as feasible.

2. Because of the uncertainity of the length of the child's detention, regular curricular offerings should be supplemented with short term units.

3. These units shall be designed to strengthen the child's academic skills with emphasis on the development of acceptable social behavior.

V. Facilities

A. Under Department of Public Welfare regulations, facilities shall be provided for instructional purposes.

1. Classrooms shall be provided by the detention home.

2. They shall be in good condition, properly lighted and ventilated.

3. They shall be located in a relatively quiet section of the building.

VI. Instructional Materials, Equipment and Supplies

A. Instructional materials and supplies shall be the same as are usually found in regular classrooms.

1. These shall be comparable for age and ability groupings of general education.

2. They shall include any educational materials as may be required for individualized instruction.

3. Equipment shall include tables and chairs of appropriate size for the pupils being taught.

VII. Personnel

A. The teacher shall be certified in:

1. Secondary subjects that are offered as major subject areas of the curriculum.

2. Teachers with certification in teaching the mentally retarded and who have experience and training on the secondary level have been found to have many competencies for this teaching assignment. Preference should be given to persons with these competencies.

VIII. Reports

A. Individual reports shall be filed:

1. When children are detained for one month or more, the teacher shall provide the intermediate unit special education director written reports of the educational progress of the child in the detention home program.

2. Copies of these written reports shall be provided to the Juvenile Court and the school district of residence of the child.

3. Such reports shall then become a part of the permanent record of the child.

4. When the child is to leave the detention home, the Juvenile Court shall notify the intermediate unit special education director as to the date of dismissal or transfer, the name of the school district to which the child will return and/or the disposition of the case.

B. Reports to be filed with the Bureau of Special Education:

1. On or before August 1, the intermediate unit special education director will submit a report to include:

a. Total number of children taught.

b. Total number of hours of instruction given.

c. A capsule summary of the instructional program offered, its deficiencies, evaluation of services based on statements of behavioral objectives and recommendation for improvement or change in direction of programs.

C. Other reports:

1. The school district of residence is responsible for payment of the instruction program. Intermediate Unit's shall ensure annual reports, *"Membership in Intermediate Unit Programs"* [DEBE-345], are properly annotated to reflect these charges to the appropriate districts.

2. Excess costs shall be borne in the usual manner through intermediate unit budgets.

PRIVATE, STATE-AIDED ACADEMIC SCHOOLS FOR EXCEPTIONAL CHILDREN

SCHOOL _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING
SELF-EVALUATION _____

APPROVED PRIVATE SCHOOLS	A

IU NAME _____

_____

IU NUMBER _____

DATE _____

The purpose of this evaluation form is to assist a team of special education evaluators in recommending approval or disapproval of the special education academic program offered by the indicated private school.

SECTION A

STAFF Yes No — TEAM Yes No ☐ ☐

— — 1. The administrator of this school holds valid Pennsylvania administrative certification. Please check the type(s) of certificate.

	Certificate	Date Issued
—	Elementary Principal	_____
—	Secondary Principal	_____
—	Comprehensive	_____
—	Assistant Superintendent's Letter	_____
—	Superintendent's Letter	_____

— — 2. This school is licensed by the Bureau of Private Schools and Veterans Education. ☐ —

License number _____

Date of issue _____

Exact wording of license, as received from the Bureau of Private Schools and Veterans' Education, regarding type(s) of exceptional children to be served.

_____

_____

_____

_____

_____

_____

— — 3. This facility has a certificate of occupancy from the Department of Licenses and Inspections. (Philadelphia, Pittsburgh and Scranton). — —

STAFF Yes	STAFF No		TEAM Yes	TEAM No
—	—	3a. This facility has been inspected by the Department of Labor and Industry. Date of last inspection _____.	—	—
		4. The academic background, administrative and instructional experience of the following administrative staff members qualifies them to work with the type of exceptionality for which the school is licensed.		
—	—	School Director	—	—
—	—	Assistant Director	—	—
—	—	Director of Education	—	—
—	—	_____	—	—
—	—	_____	—	—
—	—	4a. All teachers are properly certificated to teach children with the exceptionality for which the school is licensed.	—	—
—	—	5. The majority of the administrative staff belongs to appropriate professional organizations.	—	—
—	—	6. The majority of the faculty belongs to appropriate professional organizations.	—	—
—	—	7. Teacher aides are utilized to assist special class teachers.	—	—
—	—	8. Parents are periodically appraised of the status of their child's progress during the school year.	—	—
—	—	9. Regular school officials are periodically appraised of pupils' progress during the school year.	—	—
—	—	10. Follow-up studies of students are conducted.	—	—
—	—	11. The major objectives of the school are stated in measurable terms.	—	—
—	—	12. There is a written statement of the school's operating philosophy.	—	—
—	—	13. Brochures and other promotional materials are in evidence.	—	—

STAFF Yes	STAFF No		TEAM Yes	TEAM No
		14. The following information is contained in the brochures and promotional materials:		
—	—	a. Types of pupils to be served	—	—
—	—		—	—
—	—	b. Age and/or grade limits	—	—
—	—		—	—
—	—	c. Available services to meet specific student needs	—	—
—	—		—	—
—	—	d. Clear concise set of admission criteria	—	—
—	—		—	—
—	—	15. The school calendar meets the PDE regulations pertaining to the number of days of instruction.	—	—
—	—		—	—
—	—	16. Curriculum guides state the goals for each instructional area.	—	—
—	—		—	—
—	—	17. A planned in-service education program is conducted for teachers.	—	—
—	—		—	—
—	—	18. Learning research studies are conducted by school officials.	—	—
—	—		—	—
—	—	19. The school officials initiate periodical formal evaluations of the school program.	—	—
—	—		—	—
		20. The following services are provided for each child in either day or residential schools:		
—	—	a. Medical	—	—
—	—		—	—
—	—	b. Dental	—	—
—	—		—	—
—	—	c. Psychological	—	—
—	—		—	—
—	—	d. Psychiatric	—	—
—	—		—	—
—	—	e. Social case work	—	—
—	—		—	—
—	—	f. Vocational counseling	—	—
—	—		—	—
—	—	g. Recreation and physical education	—	—
—	—		—	—
—	—	h. Physical therapy	—	—
—	—		—	—

STAFF Yes	STAFF No		TEAM Yes	TEAM No
—	—	i. Speech correction	—	—
—	—	j. Hearing correction	—	—
—	—	k. Vision correction	—	—
—	—	l. Nursing	—	—
—	—	m. Twenty-four hour coverage for emergency medical treatment	—	—
—	—	n. Health and safety regulations are stated and enforced	—	—
		21. The following services are provided for residential school pupils:		
—	—	a. Adequate sleeping quarters	—	—
—	—	b. Adequate dining facilities	—	—
—	—	c. Adequate recreation facilities	—	—
—	—	d. Adequate supervision of all after-school activities	—	—
—	—	e. Cleanliness of residential facilities	—	—
—	—	f. Overall quality of residential facilities	—	—
—	—	g. Periodic off-ground activities	—	—
—	—	22. Appropriate physical education and recreation facilities are provided for pupils during school days.	—	—
—	—	23. Appropriate library facilities are provided.	—	—
		24. Appropriate instructional aids are sufficiently provided, such as:		
—	—	a. Audio-visual aids	—	—
—	—	b. Instructional materials	—	—

STAFF Yes	STAFF No		TEAM Yes	TEAM No
		25. The following safety and accommodating features are in evidence:		
		a. Wide doorways		
		b. Ramps with nonskid surface		
		c. Railings in the hall		
		d. Support bars in toilets		
		e. Foundations and lavatories at wheelchair heights		
		f. Easily opened doors		
		26. Scholarships are offered.		

Total number _____ Total amount _____

SECTION B

27. Per pupil expenditure: _____

28. Beginning salary for teacher who has minimally acceptable academic and certification background for position: _____

29. Percent of total school funds allotted for:

a. 0100 Administration _____

b. 0200 Instruction _____

c. 0300 Attendance Services _____

d. 0400 Health Services _____

e. 0500 Pupil Transportation Services _____

f. 0600 Operation of Plant _____

g. 0700 Maintenance of Plant _____

h. 0800 Fixed Charges _____

i. 0900 Food Services _____

j. 1000 Student-Body Activities _____

k. 1100 Community Services _____

l. 1200 Capital Outlay _____

m. 1300 Debt Service _____

n. 1400 Outgoing Transfers _____

30. Services for which additional charges are borne by parents beyond purchase of payment of tuition or tuition and maintenance by PDE.

Service	Annual Amount
Treatment	
Transportation	
Other (List)	

RECOMMENDATIONS: (For use by the on-site evaluation team only)

Results of Evaluation:

__ Acceptable

__ Acceptable, with modifications to be accomplished by _____ (date)

__ Program is unacceptable

Type of Evaluation:

__ Initial

__ First Annual

__ Periodic

_____ (Date)

_____ (Signature): Team Chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING SELF-EVALUATION _____

BRAIN INJURED (LEARNING DISABLED)	B

IU NAME _____

_____

IU NUMBER _____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	1. The eligibility for student admission to the program has been determined by a special education director, special education supervisor or certificated school psychologist.	☐	☐
		2. All teachers in the program have valid instructional certificates in at least one of the following areas:		
☐	☐	a. Emotionally disturbed	☐	☐
☐	☐	b. Mentally retarded	☐	☐
☐	☐	c. Physically handicapped	☐	☐
☐	☐	3. Individual psychological examination reports, including a record of intellectual potential, are on file for all children.	☐	☐
☐	☐	4. An educational assessment indicating the strengths and weaknesses in specific skill areas is on file.	☐	☐
		5. The following professional examination records are on file:		
☐	☐	a. Vision screening report	☐	☐
☐	☐	b. Hearing screening report	☐	☐
☐	☐	c. Neurological screening report	☐	☐
☐	☐	d. Psychiatric examination, when indicated	☐	☐
☐	☐	6. A written annual assessment of each child's education progress, determined by the teacher and psychologist, is on file for purposes of continuance in the program.	☐	☐
☐	☐	7. The annual evaluation includes an assessment of the child's ability to function in another class setting.	☐	☐
☐	☐	8. Medical and/or psychiatric consultation reports are a part of each student's records.	☐	☐

BRAIN INJURED (LEARNING DISABLED)	B

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	9.	A complete re-evaluation, including an individual psychological examination, is conducted every three years for each student.	☐	☐
☐	☐	10.	Approval for all placements with extenuating circumstances have been applied for with the Bureau of Special Education on form DEBE 284.	☐	☐
		11.	Decisions to withdraw students from the brain-injured programs are based on the following:		
☐	☐		a. Anecdotal records	☐	☐
☐	☐		b. Achievement test records	☐	☐
☐	☐		c. Intelligence test scores	☐	☐
☐	☐		d. Documented conferences	☐	☐
☐	☐		e. Psychological examinations	☐	☐
☐	☐		f. Physician's examinations	☐	☐
		12.	Once placed in a regular class, provision for additional pupil help by the special class teacher is provided on a:		
☐	☐		a. Formal basis	☐	☐
☐	☐		b. Informal basis	☐	☐
		13.	Once placed in a regular class, provision for additional pupil help by the resource teacher is provided on a:		
☐	☐		a. Formal basis	☐	☐
☐	☐		b. Informal basis	☐	☐
☐	☐	14.	Children are grouped according to their basic skill deficiencies and needs.	☐	☐
☐	☐	15.	Pupils are given opportunities to participate in activities with non-handicapped children.	☐	☐

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	16.	A written policy for the transfer of individual children to other special education or regular classes is on file.	☐	☐
		17.	Special classes are organized as:		
☐	☐		a. Self-contained units	☐	☐
☐	☐		b. Cooperative units	☐	☐
☐	☐		c. Resource rooms	☐	☐
☐	☐	18.	Itinerant resource services are organized to provide instruction in basic skill areas.	☐	☐
☐	☐	19.	For children in special classroom placement, there is diagnostic evidence of inability to maintain themselves in a regular class even with the provision of supportive services.	☐	☐
☐	☐	20.	Special class size is set at a maximum of 12 children.	☐	☐
☐	☐	21.	Children are instructed individually on a part-time basis until they appear ready to be integrated into a special class situation.	☐	☐
☐	☐	22.	Integration into special classes is accomplished by the introduction of one child at a time into the group situation over a period not to exceed a six week time limit.	☐	☐
☐	☐	23.	School-age pupils, to approximately 12 years six months, are assigned to elementary programs.	☐	☐
☐	☐	24.	School-age pupils, from approximately 12 years six months, are assigned to secondary programs.	☐	☐
☐	☐	25.	The elementary curriculum is in accord with general basic education regulations and standards with adaptions to the needs, potentiality and degree of involvement of each pupil.	☐	☐
☐	☐	26.	Individual prescriptive teaching programs based on the child's educational assessment are available to strengthen the child's ability to master the regular curriculum.	☐	☐

BRAIN INJURED (LEARNING DISABLED)	B

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	27.	The curriculum is designed to provide the children with:		
☐	☐		a. Gross and fine motor skills	☐	☐
☐	☐		b. Perceptual skills	☐	☐
☐	☐		c. Conceptual skills	☐	☐
☐	☐	28.	The secondary curriculum is in accord with general basic education curriculum regulations and standards with adaptions to the needs, potentiality and degree of involvement of each pupil.	☐	☐
☐	☐	29.	Written program plan approval has been obtained and is on file.	☐	☐
☐	☐	30.	Pupils who complete an approved secondary program receive a diploma.	☐	☐
☐	☐	31.	Classes for learning disabled children are located in, or are readily accessible to, the regular school.	☐	☐
☐	☐	32.	Classrooms are large enough to contain several delineated areas of activity.	☐	☐
☐	☐	33.	The individual instruction area is planned to reduce visual and auditory distractions to a minimum.	☐	☐
☐	☐	34.	Classrooms are situated in a relatively quiet section of the building.	☐	☐
☐	☐	35.	Instructional materials are available to help each child develop his deficient skills.	☐	☐
		36.	Equipment available includes:		
☐	☐		a. Indoor and outdoor equipment to develop perceptual and conceptual skills	☐	☐
☐	☐		b. Adjustable tilted desks	☐	☐
☐	☐		c. Movable partitions	☐	☐
☐	☐		d. Carrels	☐	☐
☐	☐		e. Regular classroom equipment	☐	☐

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING
SELF-EVALUATION _____

HEARING IMPAIRED	C

IU NAME _____

_____

IU NUMBER _____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	1. A special education program is in effect which emphasizes the development of communication skills including sequential language acquisition.	☐	☐
☐	☐	2. Identification and classification of children are made prior to enrollment in a special program.	☐	☐
☐	☐	3. The eligibility for student admission to the program is determined by a differential diagnosis of the primary disability area.	☐	☐
		4. Differential diagnosis includes examinations by the following:		
☐	☐	a. Audiologist	☐	☐
☐	☐	b. Otologist	☐	☐
☐	☐	c. Psychologist	☐	☐
☐	☐	d. Speech clinician	☐	☐
☐	☐	e. Director of special education	☐	☐
		5. Guides to determine eligibility for admission to special programs are based upon the following:		
☐	☐	a. Degree and type of impairment	☐	☐
☐	☐	b. Current functional levels of speech, language and audition	☐	☐
☐	☐	c. Assessed level and potential of meaningful language concepts	☐	☐
☐	☐	d. Homogeneity of age	☐	☐
☐	☐	e. Intellectual ability	☐	☐
☐	☐	f. Achievement ability	☐	☐

HEARING IMPAIRED	C

STAFF Yes	STAFF No		TEAM Yes	TEAM No
		6. On-going diagnostic studies of students are on file and include the following:		
☐	☐	a. Experimental educational and therapeutic placement	☐	☐
☐	☐	b. Long-term observation	☐	☐
☐	☐	c. Periodic re-evaluations	☐	☐
		7. Need for continued enrollment is based on the following:		
☐	☐	a. Biannual audiological assessment	☐	☐
☐	☐	b. Biannual psychological assessment	☐	☐
☐	☐	c. Annual educational evaluations by the special teacher	☐	☐
☐	☐	d. Annual educational evaluations by the supervisor of speech and hearing	☐	☐
☐	☐	e. Annual educational evaluations by the regular teachers	☐	☐
☐	☐	8. Annual educational evaluations are provided as a basis for transfer among various types of programs and services.	☐	☐
☐	☐	9. All transfers among various types of programs and services have parental consent.	☐	☐
☐	☐	10. Programs and services are open for all deaf and hard of hearing children in grades kindergarten through 12.	☐	☐
		11. Special classes are organized as:		
☐	☐	a. Full-time	☐	☐
☐	☐	b. Part-time (resource)	☐	☐
☐	☐	c. Itinerant services	☐	☐
☐	☐	12. Full-time classes for the deaf meet the class size mandate of a maximum of eight pupils.	☐	☐

	HEARING IMPAIRED	C

STAFF Yes	STAFF No			TEAM Yes	TEAM No
		13.	Part-time classes for the hard of hearing are organized to:		
☐	☐		a. Permit maximum integration into mainstream programs	☐	☐
☐	☐		b. Provide an intensive tutorial program through individual and/or group instruction	☐	☐
☐	☐	14.	All individualized instruction is related to core subjects for students who are hard of hearing.	☐	☐
☐	☐	15.	Itinerant program enrollment meets the mandated standard of a minimum of 15 pupils and a maximum of 25 pupils per week.	☐	☐
☐	☐	16.	The primary objective of full-time classes for the deaf is the teaching of communication skills.	☐	☐
		17.	Communication skills are developed through the following:		
☐	☐		a. Perceptual and auditory training	☐	☐
☐	☐		b. Lip reading	☐	☐
☐	☐		c. Conceptual development	☐	☐
☐	☐		d. Academic subjects	☐	☐
☐	☐	18.	A speech and language clinician serves as a full-time or part-time staff member.	☐	☐
		19.	The following therapeutic services are provided on an individual basis for a minimum of two sessions per week.		
☐	☐		a. Speech	☐	☐
☐	☐		b. Language	☐	☐
☐	☐		c. Hearing	☐	☐
☐	☐	20.	Supplementary services are provided for those hearing impaired children who are satisfactorily achieving in the regular classroom.	☐	☐

HEARING IMPAIRED	C

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	21.	Itinerant services include:		
☐	☐		a. Lip reading	☐	☐
☐	☐		b. Auditory training	☐	☐
☐	☐		c. Hearing and orientation	☐	☐
☐	☐		d. Speech therapy	☐	☐
☐	☐		e. Tutorial service in special subjects	☐	☐
☐	☐	22.	Teacher and parent guidance and counseling are an integral part of the program.	☐	☐
☐	☐	23.	The itinerant program includes a supervisory list of children whose problems are not severe enough to warrant full-time programing.	☐	☐
		24.	The follow-up services for hearing impaired children include:		
☐	☐		a. Post-operative treatment	☐	☐
☐	☐		b. Medical treatment	☐	☐
☐	☐		c. Relapse detection	☐	☐
☐	☐	25.	Children on the supervisory list are scheduled for a minimum of three visits per school year.	☐	☐
☐	☐	26.	Classrooms for the deaf and hearing impaired are located in a relatively quiet section of the building.	☐	☐
☐	☐	27.	Ambient noise level in classrooms is less than 65 db (C-scale) or 55 db (A-scale).	☐	☐
☐	☐	28.	Part-time classrooms are provided on a permanent basis.	☐	☐
☐	☐	29.	Classrooms have an amplification system of excellent quality.	☐	☐
☐	☐	30.	An auditory training unit includes individual amplification for each child.	☐	☐

HEARING IMPAIRED	C

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	31.	The auditory training unit is equipped with a microphone for presenting live program material and input for adjunctive audio-visual aids.	☐	☐
☐	☐	32.	Amplification units and furniture are movable.	☐	☐
		33.	Additional equipment includes:		
☐	☐		a. A pure tone audiometer	☐	☐
☐	☐		b. A portable amplifying unit with multiple head sets	☐	☐
☐	☐		c. A portable record player with a supply of suitable records	☐	☐
☐	☐		d. A lightweight portable tape recorder with supplies	☐	☐
☐	☐		e. A mirror approximately three feet by five feet.	☐	☐
☐	☐		f. Expendable supplies	☐	☐
☐	☐		g. Motivational materials (pictures, games, toys, card sets, etc.)	☐	☐
☐	☐	34.	Professional personnel meet instructional level certificate requirements in the area of hearing impaired as stated in Chapter 10 of the State Board of Education Regulations.	☐	☐

HEARING IMPAIRED	C

RECOMMENDATIONS: (For use by the on-site evaluation team only)

TO BE COMPLETED BY THE EVALUATION TEAM

☐ Recommend continued program approval

☐ Recommend program approval with changes from the recommendation section

☐ Recommend program disapproval

Date _____

_____
(Signature): Team chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING
SELF-EVALUATION _____

DETENTION HOMES	D

IU NAME _____

_____

IU NUMBER _____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	1. Instructional programs are immediately available for school-age children who are detained by order of the Juvenile Court.	☐	☐
☐	☐	2. An individualized and flexible program is planned to meet the needs of the individual students.	☐	☐
☐	☐	3. The educational program continues for duration of the pupil's stay in the detention home.	☐	☐
		4. Children in detention homes receive instruction:		
☐	☐	a. Within a special class	☐	☐
☐	☐	b. On the basis of homebound instruction	☐	☐
☐	☐	5. Class size consists of a minimum of five and a maximum of 15 pupils.	☐	☐
☐	☐	6. Where the ADM is less than five, homebound instruction is provided for all children who are detained 10 days or more.	☐	☐
☐	☐	7. A working agreement concerning pertinent information to be shared is developed between the IU offices of education and appropriate county agencies. (County commissioners, Juvenile Court and detention home).	☐	☐
		8. The working agreement includes the following specific data:		
☐	☐	a. The detained child's resident district	☐	☐
☐	☐	b. The expected length of detention	☐	☐
☐	☐	c. Educational program planning data	☐	☐
☐	☐	9. The child's home school district is notified in writing by the Juvenile Court upon admittance to the detention home.	☐	☐

DETENTION HOMES	D

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	10.	Classrooms are provided by the detention home.	☐	☐
		11.	All teachers are properly certificated in:		
☐	☐		a. Secondary education	☐	☐
☐	☐		b. Mentally retarded with experience and training in teaching educable mentally retarded children at the secondary level	☐	☐
☐	☐	12.	When children are detained for one month or more, the teacher provides the IU special education director with written reports of the educational progress of the child.	☐	☐
		13.	Copies of this report are forwarded to:		
☐	☐		a. Juvenile Court	☐	☐
☐	☐		b. Intermediate unit	☐	☐
☐	☐		c. District of residence	☐	☐
☐	☐	14.	Written teacher reports become a part of the permanent record of the child.	☐	☐

RECOMMENDATIONS: (For use by the on-site evaluation team only)

DETENTION HOMES	D

RECOMMENDATIONS: (Continued)

TO BE COMPLETED BY THE EVALUATION TEAM

☐ Recommend continued program approval

☐ Recommend program approval with changes from the recommendation section

☐ Recommend program disapproval

Date _____

_____
(Signature): Team chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING
SELF-EVALUATION _____

ELEMENTARY EDUCABLE MENTALLY RETARDED	E

IU NAME _____

_____

IU NUMBER _____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
—	—	1. All pupils between the ages of six and 12 have been identified as educable mentally retarded by a certified public school psychologist.	—	—
—	—	2. Programs for the elementary educable mentally retarded child are comprehensive and provide appropriate class organization for various age and ability groupings.	—	—
—	—	3. All student placements are in accordance with Section 8-325, Chapter 8, of the State Board Regulations.	—	—
		4. The eligibility for student admission is based on an examination to determine the following:		
—	—	a. Intelligence assessed (WAIS, WISC or Binet)	—	—
—	—	b. Learning skills	—	—
—	—	c. Social skills	—	—
—	—	d. Communication skills	—	—
—	—	e. Aptitudes	—	—
—	—	f. Personality	—	—
—	—	5. The eligibility for student admission is based on an IQ not to exceed 80, including the standard error of measurement (A +5 IQ).	—	—
—	—	6. Psychological re-examinations are made periodically and include mental measurements such as: WAIS, WISC, Binet or Slosson.	—	—
—	—	7. There is a re-examination of each student's mental ability every three years.	—	—
—	—	8. Pupils are advanced or returned to regular class placement as intellectual functions warrant.	—	—
—	—	9. All withdrawals are in accordance with Section 8-325, Chapter 8 of the State Board Regulations.	—	—
—	—	10. A policy of transfer of children from one type of class organization to another is an integral part of the education program.	—	—

ELEMENTARY EDUCABLE MENTALLY RETARDED	E

STAFF Yes	STAFF No		TEAM Yes	TEAM No
—	—	11. Recommendations of the school psychologist and special class teacher are on record for transfer to a program of regular education.	—	—
—	—	12. Kindergarten or preprimary classes are organized with pupils ranging chronologically from four years to six years.	—	—
—	—	13. Primary classes are organized with pupils ranging chronologically from six years to nine years.	—	—
—	—	14. Intermediate classes are organized with pupils ranging chronologically from nine years to 12 years.	—	—
—	—	15. All classes consist of a minimum of 10 and a maximum of 18 students for reimbursement purposes.	—	—
		16. Curriculum for elementary educable mentally retarded children consists of the following basic programs:		
—	—	a. Reading	—	—
—	—	b. Mathematics	—	—
—	—	c. Science	—	—
—	—	d. Social studies	—	—
—	—	e. Communications (receptive and expressive)	—	—
—	—	f. Language arts	—	—
—	—	g. Job orientation	—	—
		17. The curriculum encompasses the following functional skills:		
—	—	a. Academic	—	—
—	—	b. Motor and social	—	—
—	—	c. Physical and mental practices	—	—
—	—	18. Children with speech, language, hearing or visual impairments have the availability of supportive special education services.	—	—
—	—	19. All courses of study are in evidence and have been revised within the past five years.	—	—

ELEMENTARY EDUCABLE MENTALLY RETARDED	E

STAFF Yes	STAFF No		Yes	No
		20. Classrooms are adequate for the program with regard to the following:		
—	—	a. Location	—	—
—	—		—	—
—	—	b. Size	—	—
—	—		—	—
—	—	c. Lighting	—	—
—	—		—	—
—	—	d. Ventilation	—	—
—	—		—	—
—	—	e. Accessibility	—	—
—	—		—	—
—	—	21. All classrooms are designed to meet the specifications in accordance with Section 3-530 and 3-540, Chapter 3 of the State Board Regulations.	—	—
—	—		—	—
—	—	22. Teachers are certificated to teach mentally retarded children as specified by Chapter 10 of the State Board Regulations.	—	—
—	—		—	—

RECOMMENDATIONS: (For use by the on-site evaluation team only)

TO BE COMPLETED BY THE EVALUATION TEAM

— — Recommend continued program approval

— — Recommend program approval with changes from the recommendation section

— — Recommend program disapproval

Date _____ _____

(Signature): Team chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

SECONDARY EDUCABLE MENTALLY RETARDED	F

ADDRESS _____

IU NAME _____

IU NUMBER _____

PERSON COMPLETING SELF-EVALUATION _____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	1. All pupils have been identified as educable mentally retarded by a certified public school psychologist.	☐	☐
☐	☐	2. Class membership is determined by the degree of retardation of the child.	☐	☐
☐	☐	3. Programs for the retarded child are comprehensive and provide appropriate class organization for various age and instructional groupings.	☐	☐
☐	☐	4. A written policy statement for the promotion and/or advancement of individual pupils from one type of class organization to another is in evidence.	☐	☐
☐	☐	5. All student placements are in accordance with Section 8-325, Chapter 8, of the state board regulations.	☐	☐
☐	☐	6. Student eligibility for admission to classes are based upon the results of a complete individual evaluation by a certified public school psychologist.	☐	☐
		7. The eligibility for student admission is based on an examination to determine the following:		
☐	☐	a. Intelligence assessed (WAIS, WISC or Binet)	☐	☐
☐	☐	b. Learning skills	☐	☐
☐	☐	c. Social skills	☐	☐
☐	☐	d. Aptitudes	☐	☐
☐	☐	e. Personality	☐	☐
☐	☐	8. The eligibility for student admission is based on an IQ not to exceed 80, including the standard error of measurement (A +5 IQ).	☐	☐
☐	☐	9. Eligibility for student admission is by promotion from an elementary class for the mentally retarded.	☐	☐

SECONDARY EDUCABLE MENTALLY RETARDED	F

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	10.	Psychological re-examinations are made periodically and include mental measurements such as: WAIS, WISC, Binet or Slosson.	☐	☐
☐	☐	11.	There is a re-examination of each student's mental ability every three years.	☐	☐
☐	☐	12.	Continuance beyond one school year of a pupil exceeding the upper IQ limits of 80 is contingent upon re-examination with a complete psychological report and/or academic achievement.	☐	☐
☐	☐	13.	All withdrawals are in accordance with Section 8-325, Chapter 8, state board regulations.	☐	☐
☐	☐	14.	Recommendations of the school psychologist and special class teacher are on record for transfer to a program of regular education.	☐	☐
☐	☐	15.	Classes are organized into an instructional group meeting where the students spend one-half day with the special education teacher and one-half day on a work experience program.	☐	☐
☐	☐	16.	All secondary classes are self-contained.	☐	☐
☐	☐	17.	Special class teachers are given release time to observe on-the-job training practices and to make recommendations to employers for program improvement.	☐	☐
☐	☐	18.	When the work experience program is utilized, class size consists of a minimum of 15 pupils and a maximum of 18 pupils.	☐	☐
☐	☐	19.	Classes organized as homerooms with integrated activities have class sizes with a minimum of 15 pupils and a maximum of 20 pupils.	☐	☐
☐	☐	20.	A self-contained classroom has a minimum of 10 pupils and a maximum of 30 pupils.	☐	☐
☐	☐	21.	School-age pupils, from 12 years six months to approximately 15 years six months, are assigned to junior high classes.	☐	☐
☐	☐	22.	School-age pupils, from 15 years six months to 21 years, are assigned to senior high classes.	☐	☐

SECONDARY EDUCABLE MENTALLY RETARDED	F

STAFF Yes	STAFF No		TEAM Yes	TEAM No
		23. The curriculum for the junior high pupils includes:		
☐	☐	a. Developmental reading	☐	☐
☐	☐	b. Two basic courses in English	☐	☐
☐	☐	c. Fine arts	☐	☐
☐	☐	d. Health	☐	☐
☐	☐	e. Industrial arts	☐	☐
☐	☐	f. Home economics	☐	☐
☐	☐	g. Two basic courses in science	☐	☐
☐	☐	h. Two basic courses in mathematics	☐	☐
☐	☐	i. Physical education: regular and/or adapted	☐	☐
☐	☐	j. Two basic courses in social studies	☐	☐
☐	☐	k. One work experience course	☐	☐
☐	☐	l. Speech correction services	☐	☐
		24. The curriculum for the senior high pupils includes:		
☐	☐	a. Three basic courses in English	☐	☐
☐	☐	b. Health	☐	☐
☐	☐	c. Three basic courses in mathematics: last two years related to work experience	☐	☐
☐	☐	d. Physical education: regular and/or adapted	☐	☐
☐	☐	e. One course in science	☐	☐
☐	☐	f. Two basic courses in social studies	☐	☐
☐	☐	g. Work experience, vocational technical training, work shop or home economics	☐	☐
☐	☐	h. Speech correction services	☐	☐
☐	☐	25. Program sequence emphasizes vocational efficiency as an integral part of the course of study leading to a diploma signifying completion of the study.	☐	☐

SECONDARY EDUCABLE MENTALLY RETARDED	F

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	26.	Programs include four different work experiences in the last two years of school.	☐	☐
☐	☐	27.	A course of study for each planned course of training has been revised within the last five years.	☐	☐
		28.	Classrooms are adequate for the program with regard to:		
☐	☐		a. Location	☐	☐
☐	☐		b. Size	☐	☐
☐	☐		c. Lighting	☐	☐
☐	☐		d. Accessibility	☐	☐
☐	☐	29.	Classrooms located in the junior and/or senior high school are an integral part of the school system.	☐	☐
☐	☐	30.	Specially designated classrooms are used for special education classes.	☐	☐
☐	☐	31.	Adequate instructional materials and equipment are available to meet the needs of the program.	☐	☐
☐	☐	32.	All teachers in the program are properly certificated to teach the mentally retarded.	☐	☐

RECOMMENDATIONS: (For use by the on-site evaluation team only)

SECONDARY EDUCABLE MENTALLY RETARDED	F

RECOMMENDATIONS: (Continued)

TO BE COMPLETED BY THE EVALUATION TEAM

☐ Recommend continued program approval

☐ Recommend program approval with changes from the recommendation section

☐ Recommend program disapproval

Date _____

_____
(Signature): Team chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING
SELF-EVALUATION _____

HOMEBOUND INSTRUCTION	G

IU NAME _____

_____

IU NUMBER _____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	1. A homebound instruction program is provided to school-age pupils who cannot attend school due to a physical or an emotional handicap.	☐	☐
		2. Eligible pupils for homebound instruction include:		
☐	☐	a. School-age pupils who are unable to attend or be transported.	☐	☐
☐	☐	b. School-age pupils confined in detention homes for 10 days or more.	☐	☐
☐	☐	3. The homebound instruction program excludes pupils who are deaf, blind, extremely hard of hearing and partially sighted unless there are accompanying physical disabilities.	☐	☐
☐	☐	4. Pupils enrolled in a nonpublic school requiring homebound instruction have been withdrawn from the active roll of the nonpublic school and entered on the active roll of the public school.	☐	☐
☐	☐	5. There are physically handicapped school-age pupils from your district confined in medical institutions or convelescent homes outside Pennsylvania who receive instruction provided by the institution.	☐	☐
☐	☐	a. These confined pupils receive credit for the instruction provided at the institution.	☐	☐
☐	☐	6. The program for homebound instruction consists of all the program elements as set forth in the regulations of the State Board of Education for both elementary and secondary pupils.	☐	☐
☐	☐	7. Instructional materials are comparable to those used by pupils in the regular class assignment.	☐	☐
☐	☐	8. The teacher is properly certificated in the appropriate subject areas.	☐	☐
		9. The educational program for homebound children is planned and supervised by the:		
☐	☐	a. IU special education director	☐	☐
☐	☐	b. District school psychologist	☐	☐

HOMEBOUND INSTRUCTION	G

STAFF
Yes No

TEAM
Yes No

☐☐ 10. The child's regular teacher is consulted when he is on homebound instruction temporarily. ☐☐

RECOMMENDATIONS: (For use by the on-site evaluation team only)

TO BE COMPLETED BY THE EVALUATION TEAM

☐ Recommend continued program approval

☐ Recommend program approval with changes from the recommendation section

☐ Recommend program disapproval

Date _____

_____
(Signature): Team chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

MENTALLY GIFTED	H

ADDRESS _____ IU NAME _____

_____ _____

IU NUMBER _____

PERSON COMPLETING SELF-EVALUATION _____ DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
		1. Mentally gifted children of elementary and secondary school age have been identified by multiple criteria, including:		
☐	☐	a. Teacher recommendation	☐	☐
☐	☐	b. Academic achievement	☐	☐
☐	☐	c. Psychological testing	☐	☐
☐	☐	d. Interest inventories	☐	☐
☐	☐	e. Counseling interviews	☐	☐
☐	☐	2. Special teaching staff for the gifted are permanently certificated in their field and/or in special education with a master's degree or its equivalent.	☐	☐
☐	☐	3. The identified mentally gifted children rank among the top three per cent of the nation's school age population.	☐	☐
☐	☐	4. Students in the program have an intelligence quotient of 130 or better scored on an individual psychological test.	☐	☐
☐	☐	5. Children in the program who do not meet the requirements as outlined above, have documentation of their exceptionality from the psychologist and school professional personnel.	☐	☐
☐	☐	6. Selection of gifted pupils begins at kindergarten and extends through the grades based on the overall testing procedure and a refined screening procedure.	☐	☐
☐	☐	7. Classes for the gifted follow the mandates as outlined in Chapter 8 of the State Board of Education regulations.	☐	☐

MENTALLY GIFTED	H

STAFF Yes	STAFF No		TEAM Yes	TEAM No
		8. Classes for the gifted include:		
☐	☐	a. Independent study	☐	☐
☐	☐	b. Tutoring	☐	☐
☐	☐	c. Small group instruction	☐	☐
☐	☐	d. Seminars	☐	☐
☐	☐	e. Itinerant teacher programs	☐	☐
☐	☐	f. Advanced courses	☐	☐
☐	☐	9. The program plan for the gifted is on file and has been approved by the Pennsylvania Department of Education.	☐	☐
☐	☐	10. Gifted students receive at least 150 minutes of special activity each week during the regular school day.	☐	☐
☐	☐	11. The program includes provisions for the utilization of present facilities, services and staff.	☐	☐
☐	☐	12. Where small groups are formed for the purposes of special instruction, class size is 12 students or less on the secondary level.	☐	☐
☐	☐	13. Where small groups are formed for the purposes of special instruction, class size is eight students or less on the elementary level.	☐	☐
☐	☐	14. Pertinent existing educational and community resources are being utilized in the program.	☐	☐
☐	☐	15. Guidance and counseling services are provided.	☐	☐
☐	☐	16. Instructional materials for classes for the gifted are describably different from those purchased as part of the basic curriculum.	☐	☐
☐	☐	17. Expenditures for special instructional materials are 25 per cent or less of the total gifted budget.	☐	☐
☐	☐	18. Provision is made for coordinating the elementary school curriculum for the gifted with the gifted curriculum of the secondary school.	☐	☐

MENTALLY GIFTED	H

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	19. Provisions are made for program and schedule adjustments to meet student's needs.	☐	☐
☐	☐	20. Provisions are made for periodic conferences with parents.	☐	☐

RECOMMENDATIONS: (For use by the on-site evaluation team only)

TO BE COMPLETED BY THE EVALUATION TEAM

☐ Recommend continued program approval

☐ Recommend program approval with changes from the recommendation section

☐ Recommend program disapproval

Date _____

_____
(Signature): Team chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING
SELF-EVALUATION _____

SOCIALLY AND EMOTIONALLY DISTURBED	J

IU NAME _____

_____

IU NUMBER _____

_____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	1. Psychiatric recommendations are on file for each emotionally disturbed pupil in the program.	☐	☐
☐	☐	2. Eligibility for admission to the program is substantiated through records kept on file which identify:		
☐	☐	a. Children of average intelligence whose social/emotional problems prevent them from making educational progress in a regular class commensurate with their abilities	☐	☐
☐	☐	b. Children whose behavior is a destructive influence on other children	☐	☐
☐	☐	c. Children who are so disturbed as to be unresponsive in the regular classroom	☐	☐
☐	☐	3. The placement of a socially or emotionally disturbed child in a regular classroom is based on a written evaluation by a diagnostic team.	☐	☐
☐	☐	4. Psychiatric consultative services are available for use by the teachers and staff in planning each child's program in the special class.	☐	☐
☐	☐	5. The withdrawal of a child from the program is initially instituted as a referral from the special education teachers.	☐	☐
		6. The following class organizations are used:		
☐	☐	a. Self-contained classrooms	☐	☐
☐	☐	b. Integrated program	☐	☐
☐	☐	c. Itinerant teachers	☐	☐
☐	☐	d. Resource rooms	☐	☐
☐	☐	7. Self-contained classrooms provide individualized instruction for all pupils.	☐	☐
☐	☐	8. Self-contained classroom enrollment meets the mandated class size of a minimum of five and a maximum of eight pupils.	☐	☐

SOCIALLY AND EMOTIONALLY DISTURBED	J

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	9. Children in the integrated program spend three hours daily with the special teacher and the remainder of the school day in the regular school program.	☐	☐
☐	☐	10. The integrated program and/or resource rooms enrollment meets the mandated class size of a minimum of eight and a maximum of 12 pupils.	☐	☐
☐	☐	11. The curriculum is consistent with the educational demands of the regular school program.	☐	☐
☐	☐	12. Teachers in the program possess proper certification to teach the socially and emotionally maladjusted child.	☐	☐
		13. Programs and services for socially and emotionally disturbed children are developed and implemented through a team approach which utilizes the expertise of:		
☐	☐	a. Guidance counselors	☐	☐
☐	☐	b. Psychiatrists	☐	☐
☐	☐	c. School psychologists	☐	☐
☐	☐	d. Administrators	☐	☐
☐	☐	e. Special class teachers	☐	☐
☐	☐	f. Regular class teachers	☐	☐
☐	☐	g. Representatives of community agencies	☐	☐
☐	☐	14. The minimum of 8 ADM (average daily membership) enrollment is maintained when a paraprofessional is employed.	☐	☐

SOCIALLY AND EMOTIONALLY DISTURBED	J

RECOMMENDATIONS: (For use by the on-site evaluation team only)

TO BE COMPLETED BY THE EVALUATION TEAM

☐ Recommend continued program approval

☐ Recommend program approval with changes from the recommendation section

☐ Recommend program disapproval

Date _____

_____
(Signature): Team chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

SPEECH AND LANGUAGE IMPAIRED	K

ADDRESS _____

_____

IU NAME _____

_____

IU NUMBER _____

PERSON COMPLETING SELF-EVALUATION _____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	1. Enrollment is open to any speech or language impaired child from grades kindergarten through twelve.	☐	☐
☐	☐	2. A speech program is in operation which includes speech impaired children from grades kindergarten through twelve.	☐	☐
		3. Enrollment is open to include the following:		
☐	☐	a. Trainable	☐	☐
☐	☐	b. Mentally retarded	☐	☐
☐	☐	c. Brain damaged	☐	☐
☐	☐	d. Emotionally disturbed	☐	☐
☐	☐	e. Physically handicapped	☐	☐
☐	☐	f. Visually impaired	☐	☐
☐	☐	4. The program provides pupils with opportunities for group and/or individual remediation according to their needs.	☐	☐
☐	☐	5. Eligibility for admission to programs is based upon recommendations of a certificated speech clinician and/or the Supervisor of Speech and Hearing Services.	☐	☐
☐	☐	6. Specialized evaluations are provided by persons who have training and experience in the diagnosis of speech and language impairments.	☐	☐
		7. The specialized evaluations provided for children with speech impairments include reports from the following sources when needed:		
☐	☐	a. Audiology test results	☐	☐

SPEECH AND LANGUAGE IMPAIRED	K

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	b. Speech pathology reports	☐	☐
☐	☐	c. Psychological examination reports	☐	☐
☐	☐	d. Psychiatric reports	☐	☐
☐	☐	e. Neurological reports	☐	☐
☐	☐	8. Continuance is based upon the evaluative judgments and re-evaluations of the speech clinician and the Supervisor of Speech and Hearing Services.	☐	☐
☐	☐	9. There is written policy on file which outlines the procedure for temporary or permanent dismissal of a pupil from the speech and/or language program.	☐	☐
		10. Instructional levels of speech and/or language services include:		
☐	☐	a. Itinerant programs	☐	☐
☐	☐	b. Part-time programs	☐	☐
		11. Speech and language services and programs show evidence of the following:		
☐	☐	a. Adequate evaluations	☐	☐
☐	☐	b. Planning of therapy	☐	☐
☐	☐	c. Record keeping	☐	☐
☐	☐	d. Conferences	☐	☐
☐	☐	12. The itinerant speech and language program has an equivalent clinician case load per week of a maximum of 100 pupils.	☐	☐
☐	☐	13. The intensive itinerant speech and language program has an equivalent clinician case load per week of a maximum of 20 pupils instructed five times per week or 25 pupils instructed four times per week.	☐	☐
☐	☐	14. The number of blocks and method of scheduling for the block speech and language program are determined by the Supervisor of Speech and Hearing and the Director of Special Education.	☐	☐

SPEECH AND LANGUAGE IMPAIRED	K

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	15.	Group and classroom management programs are conducted for children who demonstrate speech and/or language problems which do not severely inhibit educational and social progress and whose management can be effectively handled by a regular or speech classroom teacher under the direct supervision of the speech clinician and/or the Supervisor of Speech and Hearing.	☐	☐
☐	☐	16.	The enrollment in group and classroom management programs consists of 10-15 pupils or less instructed in 30-minute sessions twice per week.	☐	☐
☐	☐	17.	The curriculum meets all provisions as stated in the State Board of Education Regulations for Special Education (Chapter 8).	☐	☐
☐	☐	18.	Speech and language program rooms are located away from noise areas.	☐	☐
☐	☐	19.	Speech and language program rooms have acoustic ceilings.	☐	☐
☐	☐	20.	Speech and language program rooms have provisions for adequate storage space.	☐	☐
☐	☐	21.	Speech and language program rooms have adequate lighting.	☐	☐
		22.	The following instructional materials, equipment and supplies are available:		
☐	☐		a. Language charts	☐	☐
☐	☐		b. Creative play items	☐	☐
☐	☐		c. Toys	☐	☐
☐	☐		d. Phonic charts	☐	☐
☐	☐		e. Pictures	☐	☐
☐	☐		f. Appropriate electronic units	☐	☐
☐	☐	23.	All teachers meet the requirements for the Instructional Level certificate as set forth in Chapter 10 of the State Board Regulations.	☐	☐

SPEECH AND LANGUAGE IMPAIRED	K

STAFF
Yes ☐ No ☐ 24. All supervisory personnel meet the Instructional Level Certificate as well as the requirement for supervisory personnel. TEAM Yes ☐ No ☐

RECOMMENDATIONS: (For use by the on-site evaluation team only)

TO BE COMPLETED BY THE EVALUATION TEAM

☐ Recommend continued program approval

☐ Recommend program approval with changes from the recommendation section

☐ Recommend program disapproval

Date _____

_____
(Signature): Team chairman

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING
SELF-EVALUATION _____

TRAINABLE MENTALLY RETARDED	L

IU NAME _____

_____

IU NUMBER _____

DATE _____

STAFF Yes	STAFF No			TEAM Yes	TEAM No
☐	☐	1.	The eligibility for student admission to the program is in accordance with section 8-325, Chapter 8, state board regulations.	☐	☐
☐	☐	2.	The eligibility for student admission is based upon the results of a complete individual evaluation by a certified public school psychologist.	☐	☐
☐	☐	3.	The eligibility for student admission is based on an IQ not to exceed 55, including the standard error of measurement, (A +5 IQ).	☐	☐
☐	☐	4.	The eligibility for student admission is based on an examination to determine the following:		
☐	☐		a. Intelligence assessed (WAIS, WISC or Binet)	☐	☐
☐	☐		b. Learning skills	☐	☐
☐	☐		c. Social skills	☐	☐
☐	☐		d. Aptitudes	☐	☐
☐	☐		e. Personality	☐	☐
☐	☐	5.	Psychological re-examination of pupils are made periodically.	☐	☐
☐	☐	6.	The psychological re-examination includes mental measurements such as: WAIS, WISC, Binet or Slosson.	☐	☐
☐	☐	7.	There is a re-examination of each students mental ability every three years.	☐	☐
☐	☐	8.	All withdrawals are in accordance with section 8-325, Chapter 8, state board regulations.	☐	☐
☐	☐	9.	The circumstances for the withdrawal of pupils from the trainable program are properly accounted for as provided in the State Board of Education regulations governing attendance Chapter 5.	☐	☐
☐	☐	10.	Recommendations of the school psychologist and special class teacher are on record for transfer to a program for educable retarded.	☐	☐
☐	☐	11.	School-age pupils, from seven years to approximately 12 years six months are assigned to the elementary program.	☐	☐
☐	☐		a. The chronological age for primary class pupils is below ten years.	☐	☐
☐	☐		b. The chronological age for intermediate class pupils ranges from ten to approximately 12 years six months.	☐	☐
☐	☐	12.	The elementary class is self-contained.	☐	☐

TRAINABLE MENTALLY RETARDED	L

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	13. School-age pupils, from 12 years six months to approximately 15 years six months are assigned to junior high classes.	☐	☐
☐	☐	14. School-age pupils, from approximately 15 years six months to 21, are assigned to senior high classes.	☐	☐
		15. Secondary class organizations consists of:		
☐	☐	a. One-half day in the classroom and one-half day in the sheltered workshop.	☐	☐
☐	☐	b. One-half day in the classroom and one-half day in on-the-job training.	☐	☐
☐	☐	16. Class size consists of a minimum of seven and a maximum of 18 pupils.	☐	☐
		17. The curriculum for the elementary age trainables include:		
☐	☐	a. Health	☐	☐
☐	☐	b. Social experience	☐	☐
☐	☐	c. Readiness activities	☐	☐
☐	☐	d. Visual and auditory discrimination	☐	☐
☐	☐	e. Speech and language development	☐	☐
☐	☐	f. Exposure and use of common materials	☐	☐
☐	☐	g. Quantitative concepts	☐	☐
☐	☐	h. Motor skills	☐	☐
		18. The curriculum for the intermediate age trainables include:		
☐	☐	a. Physical health	☐	☐
☐	☐	b. Mental health	☐	☐
☐	☐	c. Emotional stability	☐	☐
☐	☐	d. Language development	☐	☐
☐	☐	e. Social skills	☐	☐
☐	☐	f. Industrial arts	☐	☐
☐	☐	g. Home economics	☐	☐
☐	☐	19. The curriculum for the intermediate age trainables emphasizes presheltered work experience programs.	☐	☐

TRAINABLE MENTALLY RETARDED	L

STAFF Yes	STAFF No			TEAM Yes	TEAM No
		20.	The secondary age trainable pupils are offered a functional and flexible curriculum including:		
☐	☐		a. Presheltered workshops	☐	☐
☐	☐		b. On-the-job experience	☐	☐
☐	☐		c. Functional academic skills	☐	☐
☐	☐		d. Motor skills	☐	☐
☐	☐		e. Social skills	☐	☐
☐	☐		f. Physical and mental health practices	☐	☐
☐	☐	21.	A course of study for each planned course of training has been revised within the last five years.	☐	☐
☐	☐	22.	Students who complete the training program are awarded certificates of attendance.	☐	☐
		23.	Classrooms are adequate for the program with regard to:		
☐	☐		a. Location	☐	☐
☐	☐		b. Size	☐	☐
☐	☐		c. Lighting	☐	☐
☐	☐		d. Accessibility	☐	☐
☐	☐	24.	Adequate instructional materials and equipment are available to meet the needs of the program.	☐	☐
☐	☐	25.	All teachers in the program are properly certificated to teach the mentally retarded.	☐	☐
☐	☐	26.	Speech therapy is provided on a regular basis for students with speech deficiencies.	☐	☐
☐	☐	27.	A teacher aide is employed when the class size is 15 or more.	☐	☐
		28.	The paraprofessionals or teacher aides possess the following competencies:		
☐	☐		a. Child management skills	☐	☐
☐	☐		b. Ability to use audio-visual equipment	☐	☐
☐	☐		c. Ability to work with individual children	☐	☐
☐	☐		d. Ability to work with small groups	☐	☐

SCHOOL DISTRICT _____

SCHOOL BUILDING _____

ADDRESS _____

_____

PERSON COMPLETING
SELF-EVALUATION _____

VISUALLY IMPAIRED	M

IU NAME _____

_____

IU NUMBER _____

DATE _____

STAFF Yes	STAFF No		TEAM Yes	TEAM No
		1. Eligibility for admission is based on:		
☐	☐	a. An eye specialist's report on the nature and degree of the child's visual impairment	☐	☐
☐	☐	b. Analysis of the child's visual functioning	☐	☐
☐	☐	c. An educational assessment	☐	☐
☐	☐	d. Individual psychological evaluation	☐	☐
☐	☐	2. There are annual re-evaluations conducted to determine each pupil's eligibility to continue in the program.	☐	☐
		3. The annual re-evaluations consider:		
☐	☐	a. Vision	☐	☐
☐	☐	b. Level of visual functioning	☐	☐
☐	☐	c. Educational achievement	☐	☐
☐	☐	d. Recommendations of the teacher	☐	☐
☐	☐	e. Recommendations of the special education supervisor or other expert	☐	☐
☐	☐	4. Termination of a pupil's enrollment is based on the written recommendation of the teacher and special education director.	☐	☐
		5. The written recommendation to terminate a pupil's enrollment contains evidence of one or more of the following:		
☐	☐	a. Adequate skill development for regular classroom placement	☐	☐

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	b. Sufficiently improved vision	☐	☐
☐	☐	c. The determination that a multi-handicapped pupil is uneducable	☐	☐
☐	☐	d. The presentation of a certificate of attendance	☐	☐
		e. The determination of pupil transfer to other special education	☐	☐
		6. Special classes are organized as:		
☐	☐	a. Self-contained units	☐	☐
☐	☐	b. Cooperative units	☐	☐
☐	☐	c. Resource rooms	☐	☐
☐	☐	7. Itinerant services are organized as general instruction or specifically for orientation and mobility services.	☐	☐
☐	☐	8. Special classes for blind pupils meet the class size standard of a minimum of five pupils to a maximum of 10 pupils.	☐	☐
☐	☐	9. Special classes for partially seeing pupils meet the class size standard of a minimum of eight pupils to a maximum of 15 pupils.	☐	☐
☐	☐	10. Itinerant services for visually impaired pupils meet the class size standard of a minimum of eight pupils to a maximum of 25 pupils.	☐	☐
		11. The special curriculum for partially seeing pupils emphasizes:		
☐	☐	a. Sight utilization training	☐	☐
☐	☐	b. Auditory training	☐	☐
☐	☐	c. Listening skills development	☐	☐
☐	☐	d. Basic orientation and mobility techniques	☐	☐
☐	☐	e. Typewriting	☐	☐
		12. The special curriculum for blind pupils emphasizes:		
☐	☐	a. Braille instruction in reading, writing, arithmetic and music notation	☐	☐

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	b. Low vision stimulation for those with residual vision	☐	☐
☐	☐	c. Tactual discrimination	☐	☐
☐	☐	d. Auditory training and listening skill	☐	☐
☐	☐	e. Basic orientation and mobility techniques	☐	☐
☐	☐	f. Typewriting	☐	☐
		13. The special curriculum for orientation and mobility services as determined by individual needs includes:		
☐	☐	a. Identification of enviromental clues	☐	☐
☐	☐	b. Familiarization with specific environments	☐	☐
☐	☐	c. Safety precautions	☐	☐
☐	☐	d. Techniques for travel with sighted guides	☐	☐
☐	☐	e. Cane travel techniques	☐	☐
☐	☐	f. Use of public transportation	☐	☐
☐	☐	g. Development of appropriate gait and posture	☐	☐
☐	☐	14. Public school special classes for visually impaired pupils are located in the regular school or within ready access to it.	☐	☐
☐	☐	15. Itinerant general instruction services provided on an individual pupil basis are conducted using a suitable school setting.	☐	☐
☐	☐	16. Public school itinerant general instruction services are provided outside of the school for those visually impaired students who are homebound, hospitalized or held in detention.	☐	☐
		17. Special classrooms and rooms for itinerant services are provided with:		
☐	☐	a. Good illumination	☐	☐

VISUALLY IMPAIRED	M

STAFF Yes	STAFF No		TEAM Yes	TEAM No
☐	☐	b. Individual lighting adjustments	☐	☐
☐	☐	c. Surfaces free from glare	☐	☐
☐	☐	d. Ample electrical outlets	☐	☐
☐	☐	e. Storage for instructional equipment, materials and supplies	☐	☐
☐	☐	18. Instructional equipment, materials and supplies are in evidence for use in the program.	☐	☐
☐	☐	19. For special classes enrolling six or more multi-handicapped, visually impaired pupils there is a special education aide.	☐	☐
☐	☐	20. There is a full-time materials assistant for school districts or intermediate units with a total itinerant enrollment of 50 or more visually impaired pupils.	☐	☐

RECOMMENDATIONS: (For use by the on-site evaluation team only)

TO BE COMPLETED BY THE EVALUATION TEAM

☐ Recommend continued program approval

☐ Recommend program approval with changes from the recommendation section

☐ Recommend program disapproval

Date _____

_____
(Signature): Team chairman